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ABSTRACT

The publication describes the development and implementation of a State plan for career education in Louisiana (1973-74) based on a nine-component model. The components described are: curriculum development and revision, career education inservice training at the elementary and secondary level, inservice training at the college and university level, the teacher competency model, communication skills program, vocational-technical school programs, elementary-secondary program development, human relations, and needs assessment. For each component, goals, objectives, methods used to achieve objectives (results), and funds allocated are discussed. Thirty-three pages are devoted to brief descriptions of 1973-74 career education activities in 66 local school districts. (MS)

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CAREER EDUCATION IN LOUISIANA

1973 - 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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AN ANNUAL REPORT

CE 006515

"Welcome, Dr. Kenneth Hoyt,"

says the Holiday Inn in Monroe, Louisiana, and Miss Maria Maggio, Career Education Coordinator for the City of Monroe Public Schools. Dr. Kenneth Hoyt, a member of the faculty of the University of Maryland, became so identified with Career Education in the United States that in February, 1974, he was named the first associate Commissioner of Education for Career Education. Prior to his appointment, however, he visited Louisiana so many times during the summer and fall of 1973, inspiring Louisiana parishes and universities to get Career Education underway, that the Governor would have made him an honorary citizen of this state if he had not already been one.

But what Louisiana, in 1973-74, is saying in this picture, in addition to the obvious "Welcome, Dr. Kenneth Hoyt," is

"WELCOME, CAREER EDUCATION."

CAREER EDUCATION IN LOUISIANA

Brief Success Stories

in Career Education

in Louisiana

AN ANNUAL REPORT

1973-1974

Prepared by

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CAREER EDUCATION IN LOUISIANA:

A COMMITMENT AND A CHALLENGE

The Commitment

When Louis J. Michot, selfmade businessman, pilot, and former legislator, was a member of the State Board of Education, prior to his election as Superintendent of Education for Louisiana, he became aware of some alarming statistics:

Five out of every ten students who attend Louisiana schools drop out of school before high school graduation.

Five out of every ten high school graduates who enter college never receive a degree.

The unemployment rate for young people between the ages of 18 and 25 in Louisiana is higher than the national average.

Our schools have been traditionally geared toward college preparatory curricula, but only 13 percent of the students who attend our schools actually complete college.

Our school systems do not respond to the needs of 87 percent of the students they serve.

Not only was Louis Michot disturbed by the many hundreds of Louisiana youngsters who leave our schools without the resources to make a worthwhile contribution to the society in which they live and without the ability to lead meaningful, satisfying, and economically rewarding lives; but, as a father of nine, he was concerned with the tremendous waste of human resources which inevitably results from such attrition.

When Mr. Michot decided to campaign for the top post in education in Louisiana, he translated these concerns into the need for a different emphasis in our school system. What could we do, he asked himself, to encourage young people to remain in school? What could we do to better prepare those who do not go to college for the competitive world of work? What could we do to better prepare those who choose to go to college to be more successful once they are there? What could we do to broaden students' aspirations and improve their self-images? What could we do to insure equal educational opportunity for all children?

Mr. Michot had heard Sidney Marland talk on Career Education, and the concept was one with which he could identify. He felt that Career Education was one way, a practical way, that Louisiana could make the school years of a student more meaningful and productive. Consequently, he made Career Education one of his top priorities as he campaigned for Superintendent in 1971 and 1972; it has remained one of his top priorities since 1972 when he was inaugurated.

But Mr. Michot did not have his staff develop the Career Education plan in their ivory towers. He took his staff, as well as members of the Joint Legislative Committee on Education, to the people in each of the Governor's eight planning regions. He encouraged and stimulated dialogue and debate among parents, business, civic, religious leaders, higher education personnel, and civic leaders. He wanted all segments of the community involved because he sees Career Education as "a partnership between each other and among all people." He spearheaded each meeting, stating again and again his commitment, "We want one plan, one direction – a singleness of purpose. **You** tell us what you think needs to be done to improve your schools, to motivate your children, to get your money's worth."

The response was overwhelming and the needs were clearly stated. After the regional meetings in March of 1973, the people's priorities were incorporated in the first State Plan for Career Education. This plan was endorsed by Governor Edwin Edwards, passed by the State Board of Education, and funded by the 1973 Legislature for $8,000,000.

The components of the Career Education Plan, reflecting the educational needs of Louisiana, as perceived by the people of the State can be found on pages and , along with their objectives and the methods by which Louisiana has worked toward achieving these objectives.

The Challenge

The commitment of Louis J. Michot to Career Education became a challenge for the teachers and administrators of Louisiana: a challenge to change.

Career Education became a challenge for teachers to

- . . . look critically at what had been happening in their classrooms and to objectively evaluate the result of their efforts;
- . . . examine how they could provide meaningful experiences for students to reinforce the cognitive information provided;
- . . . make the classroom climate more conducive to human development;
- . . . protect and promote the personal dignity of each individual;
- . . . emphasize good work habits, if they were not already

Louis J. Michot
Superintendent
Department of Education
State of Louisiana

doing so.

Further, Career Education became a challenge to teachers to

. . . give students the career implications of their particular subject-matter areas so that students are aware that what they are studying in school has meaning in the real world outside of school;

. . . help students identify their needs, interests, values, abilities, and aptitudes and to realistically relate those personal factors to future goals;

. . . organize their classrooms in such a manner that students learn the basic knowledges, skills, and attitudes that they need at each level to be successful at the next.

Finally, Career Education became a challenge to teachers to

. . . make students aware of the many exciting job opportunities that are available to them when they leave the formal school system, whether that be at the end of high school, postsecondary training, or college;

. . . assist students to understand the education and training needed to be successful in the careers that interest them;

. . . provide students with the skills they need to obtain entry level jobs, if they choose not to go to college or to a vocational-technical institution;

. . . take responsibility for the placement of every student in our school systems in a job or in an institution of higher learning;

. . . utilize Career Education – in all of its aspects – to motivate students to stay in school and to take advantage of all that is offered.

Mr. Michot did not intend for teachers and administrators to answer that challenge of Career Education alone. In the Career Education Plan and budget, he included the resources that he felt they would need: curriculum revision and in-service training. Thus, he built the Career Education movement in Louisiana on the solid foundation of teacher renewal and curriculum change.

IMPORTANT FACTS ABOUT CAREER EDUCATION

(As Reported in Pocket Facts, August, 1973)

- Endorses one high school diploma.
- Provides for additional elementary school Guidance Counselors, but does not mandate the hiring of Guidance Counselors. It supports the Singleton Decision.
- Advocates NO increase in the pupil-teacher ratio.
- Emphasizes a strong basic academic curriculum with the maximum degree of flexibility in elective subjects. The electives may be vocational or they may be academic.
- Provides the elective of advanced vocational-technical skill training or academic training at the university level.
- Develops and revises the curriculum by statewide writing teams of classroom teachers.
- Assures curriculum guides will be in the classrooms, 1973.
- Revises Bulletin 741, Handbook for School Administrators.
- Endorses comprehensive high schools where feasible.
- Provides regional Vocational-Technical Institutes, Area Schools, Branch Schools, and Extension Programs.
- Provides competency-based Teacher Training programs.
- Guarantees a statewide system of accountability of all components of Career Education.
- Provides for a program of continuous progress with emphasis on individualized instruction.
- Provides for a comprehensive program of Vocational Education electives.*

  * Elective courses may be taken at Vocational-Technical Schools for high school credit.
- Provides immediate in-service teacher, counselor, and administrative training beginning August 1, 1973.
- Encourages total involvement of parents, students, civic, labor, and religious leaders with all educators.

ADDITIONAL POCKET FACTS

(August, 1974)

43,092 professional personnel were involved in Career Education in-service during 1973-74;

66 local systems had implemented Career Education in their classrooms by March, 1974;

38 curriculum guides in 16 different subject matter areas were developed in the summer of 1973 and 54 of the 66 systems report utilization of these guides at the elementary and junior high level;

92 new elementary counselors were employed with Career Education funds and these counselors served 423 schools;

60 additional vocational teachers were employed with Career Education funds, and these teachers served an additional 4,940 students;

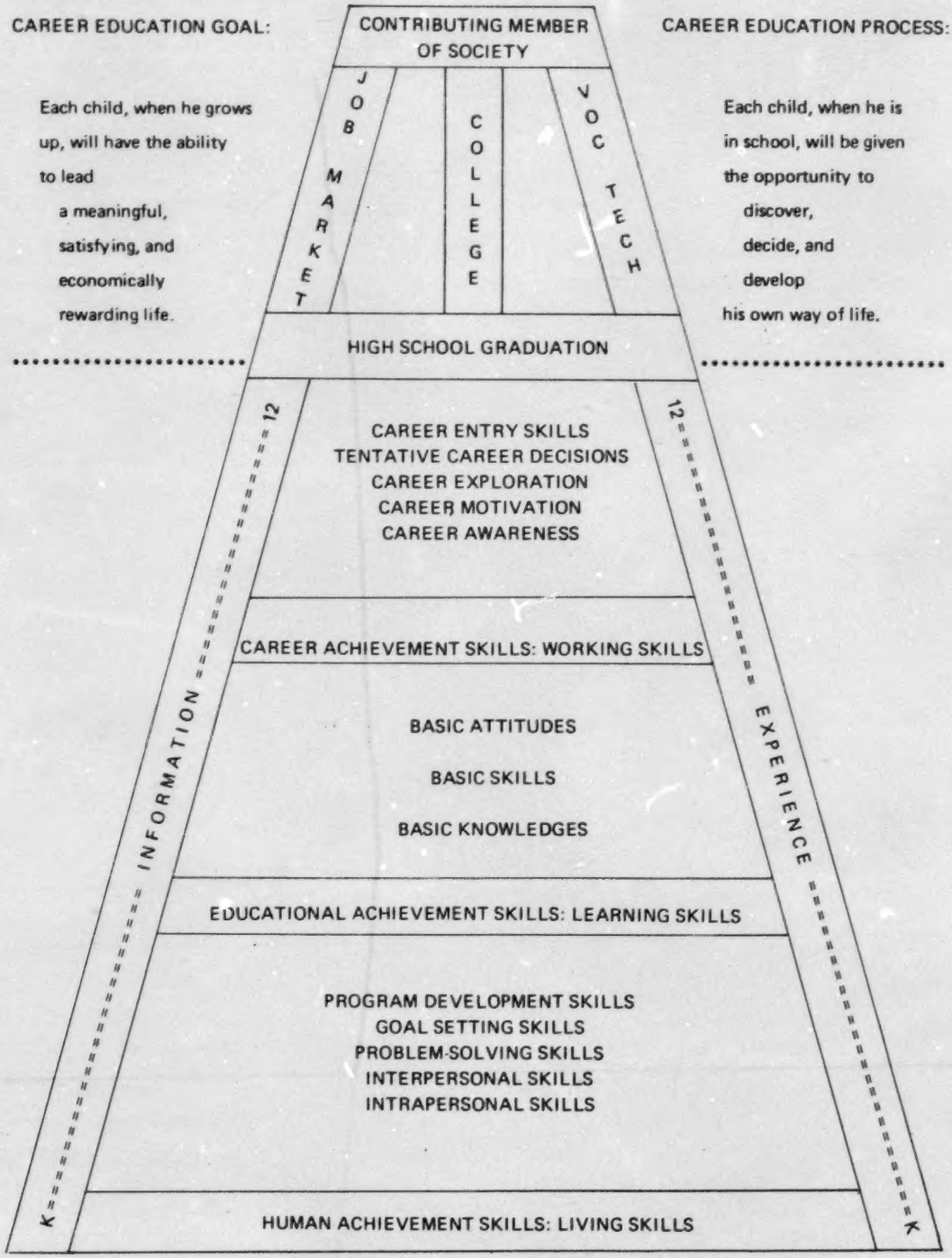
83 classes were initiated in the **World of Construction** and the **World of Manufacturing;**

34 of the 66 systems implemented a comprehensive K through 12 program;

58 of the 66 systems report community involvement at the elementary level; at the junior high level; and 48, at the senior high level;

50 systems report work experience programs at the senior high level;

54 of the 66 systems report involvement in materials development in the Career Education area.


CAREER EDUCATION GOAL:
Each child, when he grows up, will have the ability to lead a meaningful, satisfying, and economically rewarding life.
CONTRIBUTING MEMBER OF SOCIETY
JOB MARKET
COLLEGE
VOC TECH
CAREER EDUCATION PROCESS:
Each child, when he is in school, will be given the opportunity to discover, decide, and develop his own way of life.
HIGH SCHOOL GRADUATION
K INFORMATION 12
12 EXPERIENCE K
CAREER ENTRY SKILLS
TENTATIVE CAREER DECISIONS
CAREER EXPLORATION
CAREER MOTIVATION
CAREER AWARENESS
CAREER ACHIEVEMENT SKILLS: WORKING SKILLS
BASIC ATTITUDES
BASIC SKILLS
BASIC KNOWLEDGES
EDUCATIONAL ACHIEVEMENT SKILLS: LEARNING SKILLS
PROGRAM DEVELOPMENT SKILLS
GOAL SETTING SKILLS
PROBLEM-SOLVING SKILLS
INTERPERSONAL SKILLS
INTRAPERSONAL SKILLS
HUMAN ACHIEVEMENT SKILLS: LIVING SKILLS

One person's conceptualization of the State Plan for Career Education is presented above. Notice that the broadest area encompasses the Human Achievement Skills or Living Skills. These skills form the foundation of all other experiences and are at the very root of a person's success or failure.

THE MODEL

A Conceptualization of the Operational Definition
of Career Education for Louisiana

The model conceptualizes the operational definition of Career Education in Louisiana for **all** students K through 12, as stated in the State Plan for Career Education:

Career Education is fundamentally a student-oriented process

(which means: an effort to individualize instruction by considering the needs, interests, abilities, values, and rate of learning of each student)

geared toward the acquisition of skills by students to strengthen their ability to lead meaningful, satisfying, and economically rewarding lives;

(which means:

Human Achievement Skills or Living Skills
Educational Achievement Skills or Learning Skills
Career Achievement Skills or Working Skills)

and guarantees to every student the opportunity to discover, decide, and develop his own way of life.

(which means: guiding students through certain experience-based sequential steps that will enable them to plan their own futures in an informed and responsible manner . . making students aware of the many exciting job opportunities that are available to them . . and helping them to know what kind of education or training is needed to be successful in the occupational areas that interest them.)

THE COMPONENTS OF THE MODEL

Human Achievement Skills
(Living Skills)

Intrapersonal skills. A student explores his own personal world, understands who he is, acts so as to develop his personal human resources, increases his awareness of himself, and strives to develop a positive self-image.

Interpersonal skills. A student learns how to relate effectively to others, to live effectively with others, and to help others develop their human resources.

Problem-Solving skills. A student learns to make decisions effectively for himself and for those he helps.

Goal-Setting skills. A student develops a sequence of steps that enables him to identify where he wants to go in life and to define what he must do to get there. In the process, he learns how to help others to reach a specific goal.

Educational Achievement Skills
(Learning Skills)

Basic knowledges. A student acquires all that he must **know** in a particular subject matter area at one level before he proceeds to the next level.

Basic skills. A student identifies what he must **do** at each level in a particular subject matter area and does it before he proceeds to the next level.

Basic attitudes. A student experiences what he must **FEEL** toward a particular subject area at one level before he proceeds to the next.

Career Achievement Skills
(Working Skills)

Career awareness. (Grades K through 3). A student becomes aware of the adult world of work.

Career motivation. (Grades 2 through 6). A student is motivated to develop basic skills in all subject matter areas by relating what he learns in the classroom to those occupations he thinks may interest him in the future.

Career exploration. (Grades 5 through 8). A student explores the fifteen job clusters in an effort to determine what he likes to do and what he doesn't like to do. He explores himself to discover his needs, interests, abilities, aptitudes, and values. Then, he tries to match the characteristics required by certain occupations with his own personal characteristics.

Tentative career decisions. (Grades 8 through 10). A student narrows down the broad spectrum of job opportunities to a few possibilities that are realistic for him. He then studies these possibilities in more depth. Hopefully, such further exploration will enable him to make wiser decisions about his future goals.

Career Entry skills. A student who is not going to college will develop a career entry skill; he may get some work experience. A student who is going on to a post-secondary institution or to college will enroll in classes that will help him to maximize the education and training he pursues after high school.

The acquisition of human achievement skills, education achievement skills, and career achievement skills, is an ongoing process from the kindergarten through the twelfth grade. It is based on a curriculum that provides both information and experience and one that utilizes the Continuous Progress Organization.

THE NINE COMPONENTS

OF THE

STATE PLAN

FOR

CAREER EDUCATION

1973-1974

. . . GOALS
. . . OBJECTIVES
. . . METHODS
. . . RESULTS
. . . FUNDS

1. CURRICULUM DEVELOPMENT AND REVISION

GOAL:

To provide curricula to meet the needs of the diverse student population and to effect curriculum change in an effort to provide programs that will challenge and motivate all students to remain in school until high-school graduation.

OBJECTIVES:

To revise **The Handbook for School Administrators, Bulletin No. 741;**

To update the **Handbook** so that it is a document of the present rather than the past;

To permit greater flexibility and remove impediments so that local school systems can develop and institute the types of programs that will meet the needs of all students.

To prepare curriculum guides with career-oriented activities in all subject-matter areas at the several educational levels, designed to assist school systems implement programs that will meet the needs of all students;

To disseminate these guides to all 66 school districts for field-testing during the 1973-74 session;

To revise these guides in the summer of 1974 in line with the suggestions and recommendations from the 66 local school districts.

To prepare guides for use in teacher-preparation curricula.

METHODS TO ACHIEVE OBJECTIVES:

The Handbook for School Administrators, Bulletin No. 741

The Interim Revision of the Handbook was effected during the period of April to July, 1973, by several committees with expertise in the various areas covered by the Handbook.

The presentation of the Interim Revision was made to the State Board of Education at its July, 1973, meeting; it was approved for voluntary use by local school districts during the 1973-74 school session.

Fifty-four local school districts (out of 66), as well as several private and parochial systems adopted the Interim Revision of 741 during the 1973-74 session. Individual principals within these systems were allowed to adopt Plan 1 or Plan 2 (Requirements for High School Graduation) for use in their particular schools to fit their particular school population. An unofficial survey of principals indicated that a majority of them were operating under Plan 1.

The Interim Revision of Bulletin 741 will be used again during the 1974-75 session on the same experimental basis. The final revision and adoption will occur in the summer of 1975.

Development of Curriculum Guides

A Curriculum Development and Revision Steering Committee was appointed by the State Board of Education and the State Superintendent to give direction to, and to oversee, curriculum revision and development in Louisiana. It had as one of its responsibilities the identification of educators in the State, with

demonstrated competencies in curriculum development, to serve on writing teams in the several curriculum areas designated by the Committee.

Approximately seventy educators worked during the months of June and July, 1973, to produce working drafts of academically based, career-oriented curriculum guides. These working drafts were critiqued by selected professional – again from throughout the State – and forwarded for printing in August, 1973.

With the exception of the Science and Health and Physical Education Guides, the guides were distributed to local school districts between September and December of 1973.

Thirty-eight guides in 16 different subject-manner areas were produced as a result of this activity. The subject-matter areas included the following: Mathematics; Science; Social Studies; Language Arts; Art; Music (Vocal and Instrumental); Industrial Arts; Home Economics; Business Education; Distributive Education; Vocational Agriculture; Practical Nurse Education; Welding; Foreign Languages (French, German, Latin, Russian, and Spanish); Physical Education and Recreation; and Health Education.

The guides available for the 1973-74 school year in thirteen of the subject-matter areas were field-tested from the time they were received in the parishes until May of '74.

Guides are scheduled for revision during the summer of 1974, according to the suggestions and recommendations offered by local school districts.

FUNDS ALLOCATED:

Funds allocated for Curriculum Development and Revision amounted to $170,000. Only $900 of this was set aside for Revision of Bulletin 741; the remainder was used to pay stipends and expenses for the writing teams, clerical help, printing, and consultants.

2. CAREER EDUCATION IN-SERVICE TRAINING AT THE ELEMENTARY AND SECONDARY LEVEL

GOAL:

To orient school personnel statewide to Career Education.

OBJECTIVES:

To develop an understanding of Career Education;

To acquaint professional personnel in the State with the Louisiana Plan for Career Education;

To demonstrate model programs in Career Education on a national, state, and local basis;

To develop an understanding of the roles of school personnel in Career Education;

To develop awareness of the focus of career-oriented programming and factors involved in the development of career-oriented curriculum;

To review career-oriented curricula and relate theoretical factors to practical applications;

To design formats for regional and parish in-service training workshops.

METHODS TO ACHIEVE OBJECTIVES:

A Superintendents' Workshop was held at the State Department of Education, Baton Rouge, on August 6 and 7;

An 80-Member Task Force Workshop was held at the State Department of Education, Baton Rouge, from August 6 through August 10. Ten members from each of the eight regions made up this Task Force. In addition to orienting these educators to Career Education, the workshop was designed to prepare Task Force members to plan and conduct Regional Career Education Workshops.

Eight Regional Wrokshops were conducted during the period of August 15 through August 24 by Task Force members. Participants in these workshops were teams of educators from parishes within the regions. Each team consisted of six specifically designated personnel, such as principal, counselor, supervisor, elementary teacher, secondary teacher, and university staff member. The total number of teams for each parish was determined by the parish's Average Daily Membership for 1972-1973. Based on this formula, parishes sent from one to eight teams, with a total of 188 teams attending these regional workshops.

In-Service training for teachers was held in each of the sixty-six local school districts during 1973-74, according to a plan submitted to the State Department of Education. This plan usually included a one- or two-day parishwide workshop, faculty studies on Career Education and the State Curriculum Guides, and small-group meetings at specific levels or in specific subject-matter areas.

FUNDS ALLOCATED:

Superintendents' Workshop and 80-Member Task Force Workshop	$ 26,120	
Regional Workshops	262,040	
Parish Workshops	808,040	
TOTAL		$1,070,080

3. CAREER EDUCATION IN-SERVICE TRAINING AT THE COLLEGE AND UNIVERSITY LEVEL

GOAL:

To implement Career Education into the professional education curricula at the college and university level.

OBJECTIVES:

To develop an understanding of Career Education among college and university personnel in our state colleges and universities that are teacher-education institutions;

To acquaint professional personnel in these institutions with the Louisiana Plan for Career Education;

To demonstrate model programs in Career Education at the national, state, and local levels;

To identify the roles of school personnel in Career Education;

To develop awareness of the focus of career-oriented programming and factors involved in the development of career-oriented curriculum as they apply to teacher-

education institutions;

To review career-oriented curricula and relate theoretical factors to practical applications;

To develop expertise in Career Education among college and university personnel so that they may act as valuable resource people in the parish in-service training of teachers and other school personnel at the elementary and secondary level during the 1973-74 school year;

To find ways to infuse Career Education into the existing curricula of teacher-education institutions, as well as to design courses to teach the philosophy and methodology of Career Education;

To effect change in the curriculum of teacher-education institutions that will coincide with the changes now being contemplated and initiated in the statewide educational system;

To relieve the State Department of Education of the task of continuing in-service programs at the elementary and secondary levels by adequately preparing new teachers in the area of Career Education and by retraining teachers currently employed in our school systems through graduate courses.

METHODS TO ACHIEVE OBJECTIVES:

Three-day workshops were conducted at each of the teacher-education institutions in our State for college and university personnel.

Funds for such workshops were granted by the State Department of Education to the colleges and universities upon the submission of proposals for in-service training by the Deans of such institutions and upon approval of such proposals by the State Department of Education in line with the criterion cited for such proposals.

Workshops were conducted by the State Department of Education, consultants from outside the State, and by faculty members of participating institutions who have gained some expertise in the area of Career Education.

FUNDS ALLOCATED:

Total cost of in-service workshops for twelve state colleges and universities was $50,400, with approximately $4,200 going to each of the colleges and universities participating.

4. TEACHER-COMPETENCY MODEL

GOAL:

To upgrade the total educational system in Louisiana by improving the preparation of prospective teachers in the colleges and universities of our state.

OBJECTIVES:

To update teacher education curricula;

To determine the competencies desired in teachers by employing superintendents and the competencies developed by teacher-education students in the various teacher-education institutions in Louisiana;

To examine the problems of first year teachers as reported by college deans and school superintendents;

To strengthen teacher education programs so that teachers prepared at every institution in Louisiana meet standards of adequacy;

To strengthen certification of teachers to assure that every teacher certified is also qualified and that those teachers who are qualified can be certified;

To develop evaluative criteria for determining if students in teacher-education institutions have accomplished the desirable competencies outlined by employing superintendents;

To establish procedures for recertification of teachers.

METHODS TO ACHIEVE OBJECTIVES:

Surveys were conducted by the Louisiana Task Force of Teacher Education and Certification in the following areas:

1. Competencies Superintendents look for in their teachers (completed by employing Superintendents);
2. Competencies developed by teacher-education students in the various teacher-education institutions in Louisiana (completed by Deans of Education); and
3. Problems of first year teachers reported by College Deans and School Superintendents.

A one-day workshop for the Deans of Education of teacher-education institutions and selected members of their faculties for the purpose of developing better ways to implement Career Education in the various teacher-education curricula was held on September 13, 1973.

Six pilot programs in Competency-Based Teacher Education in teacher-education institutions were initiated. Institutions selected to conduct such programs were selected on the basis of proposals submitted to the State Department of Education by the Deans of Colleges of Education in the state. Approval and selection of the six institutions were made by a team of State Department of Education officials.

Criteria established for the selection included: approaches to be used to determine the competencies being developed in ongoing programs; approaches to be used to develop the desirable competencies outlined in the surveys; approaches to develop evaluative criteria for determining accomplishment of desirable competencies; diversity in models; and involvement of the local school system or systems in the planning of such a program.

FUNDS ALLOCATED:

Funds allocated in the budget for a Teacher-Competency Model amounted to $60,000 – $10,000 for each of the six models. The models selected were located at Louisiana State University in New Orleans; Louisiana Tech University; McNesse State College; Nicholls State University; Southern University in Baton Rouge; and the University of Southwestern Louisiana.

5. COMMUNICATION SKILLS PROGRAM

GOALS:

The long-range goal is to expand the occupational opportunities open to the children of Louisiana beyond the local, state, and national levels to the international scene by laying the foundation for functional bilingualism in

French and English.

The short-range goal is to pilot the concepts in the newly written Career Education Curriculum Guides for French in the eleven target parishes to demonstrate that career awareness and motivation on varied and specific cultural contexts will enhance the relevance and practicality of communication skills that will have a positive influence on the motivation of both teacher and learner at the primary level.

OBJECTIVES:

To increase the child's understanding of work as an important, real, and active part of his everyday environment and his perception of workers as people with common goals and desires in order to lay the foundation for his growth as a secure, socially adept individual;

To give children with linguistic differences (French-speaking black and white children in the southern part of our state and speakers of non-standard English in the northern part of our state) the proper language skills, a prerequisite for reading achievement, through the study of a second language;

To improve the achievement levels of all students in vocabulary, reading, mathematics, and social studies through the study of a second language, as exemplified by studies in this country and abroad, thus improving their opportunities for assured success in the world of work;

To improve the student's interpersonal skills by developing a healthy and cooperative community spirit, by reducing prejudice, and by increasing mutual understanding among groups with different linguistic and cultural backgrounds, thereby increasing his chances for success in his first career role as a student.

METHODS TO ACHIEVE OBJECTIVES:

The Communication Skills Development Through French as a Second Language Program was part of the CODOFIL French Program, which is offered state-wide. Career Education funds were used to pay the salaries of 75 French Associate Teachers in eleven parishes. This program reached 450 class sections of the primary grades and provided for approximately 13,500 students for a per pupil cost of $22. Of the eleven parishes, five were in the northern part of the state, two were metropolitan parishes, and four were Acadiana or French-speaking parishes.

Three of the parishes piloted an innovative language arts development program in English, along with the French instruction. These materials are not yet available on the North American market, and Louisiana was one of the three areas in the United States allowed to pilot them.

The eleven parishes utilized the working draft of the State Curriculum Guide for French in order to provide students with career-oriented materials.

There were four university-based programs of teacher training within the eleven parishes. This teacher-training program provided special skills and basic competency for 120 elementary school teachers during the 1973-74 session.

FUNDS ALLOCATED:

The Legislature allocated a total of $1,000,000 for the implementation of the Council for the Development of French in Louisiana program (CODOFIL). Only $300,000 of this came from the Career Education budget. This amount paid the salaries of French teaching personnel in the following parishes: Acadia, Catahoula, Concordia, East Baton Rouge, Jefferson, Lafayette, Lafourche, Orleans, Ouachita, St. James, and Tensas.

6. VOCATIONAL-TECHNICAL SCHOOL PROGRAMS

GOAL:

To maximize the financial resources made available by the Legislature to insure that Louisiana's investment in human resources receives high priority in the providing of occupational education for persons who need and desire such education in state-supported vocational-technical institutions.

OBJECTIVES:

To provide full utilization of the present 31 vocational-technical school facilities;

To provide for capital construction, site acquisition, and initial equipment for the expansion of present facilities and for the establishment of new vocational-technical schools and/or regional centers;

To provide for free transportation for students attending vocational-technical schools;

To operate programs for initial training or upgrading for new and expanding industries.

NOTE: The Vocational-Technical Schools have many more objectives, but these are the ones to which Career Education funds have been directed.

METHODS TO ACHIEVE OBJECTIVES:

Additional funds were requested from the Legislature to provide continuing positions under Act 113 and to provide instruction for those persons now on waiting lists. The additional funds also provided for additional training opportunities in present facilities.

Additional funds were requested to provide the initial development of a free transportation program.

Programs were conducted through the vocational-technical schools, with the cooperation of the Department of Commerce and Industry, that provided initial training or upgrading for new and expanding industries. These programs were a continuation of those initiated in 1973 and were on a short-term basis. But, the department will take into account priorities established for such demand.

Regional centers will be established in each of the eight regions designated by the Governor as planning districts. This year the development of a regional center in Baton Rouge has begun.

FUNDS ALLOCATED:

Of the $8 million appropriated by the 1973 State Legislature for Career Education, the following funds were designated for postsecondary vocational education purposes:

1. Expand, maintain, and upgrade present programs; initiate new

course offerings	$1,400,000
2. Industrial training for personnel in new and expanding industries	$ 500,000
	$1,900,000

7. ELEMENTARY-SECONDARY PROGRAM DEVELOPMENT

GOAL:

To implement Career Education in all local school districts in Louisiana in an attempt to make a student's school years more meaningful and productive.

OBJECTIVES:

To provide educational experience which will significantly contribute to the natural maturation process, ultimately leading to the development of adults who are responsible and self-dependent;

To provide counseling services designed to facilitate each student's exploration of the basic question, "Who am I?";

To incorporate into daily school life, via the total school curriculum, experiences from kindergarten through post-secondary education, which are oriented to career development;

To provide specific skills designated as basic for any job cluster;

To provide specific opportunites for students to define curricular experiences individually suited to their needs and interests;

To provide a continuous liaison between school and the outside world, particularly with reference to employment trends and availability of work;

To provide schools where students express a feeling that they like being there;

To provide schools where young people and their experiences are the uppermost consideration and where the faculty and staff are freed from much of the busywork restricting their time;

To provide schools which complement to the fullest what has been learned in prior years and where articulation between school and existing institutions, such as government, religion, and the family, is maximized;

To provide schools which complement to the fullest what youth sees and experiences in the world outside – where articulation with business and industry is maximized.

METHODS TO ACHIEVE OBJECTIVES:

Each local school district submitted a plan for the implementation of Career Education within its system – a plan which did not maintain or duplicate existing programs or activities but one that supplemented or initiated new programs and activities;

Upon approval of this plan, each local school district was given a base sum of $15,000 to be spent on the employment of elementary counselors, additional vocational teachers, or equipment, materials, and supplies;

In addition, each local school district was given funds to implement its Career Education Plan. The total sum of such ranged from $21,596 for the smallest system in the State to $491,977 for the largest system in the State.

Each school district was represented by one person on the In-Service Task Force Team. The In-Service Workshop for the Task Force was held in Baton Rouge during the week of August 6, 1973.

Each local school district sent one or more teams to the Regional In-Service Workshops conducted during the period of August 15 through August 24. Number of teams for each local school district was determined by Average Daily Membership.

Each local school district conducted in-service training for its teaching and administrative staff as a part of its parish plan.

Each local school district established a Career Education Advisory Committee, representative of all segments of the area, including ethnic group representation;

Each local school district implemented its Career Education Plan in the areas specified and in the manner specified in its Plan.

At the conclusion of the school year, each parish evaluated its progress in implementing the plan it purported, according to the objectives stated in the plan.

FUNDS ALLOCATED:

The total sum of financing the Elementary-Secondary program development phase of the State Plan was $4,200,000. Not included in this figure are the funds for the 80-Member Task Force In-Service Workshop, the Regional In-Service Workshops, and the In-Service Workshops at the local level.

(Continued on page 44)

On the next 33 pages are descriptions and pictures of 1973-1974 Career Education activities in Louisiana's 66 local school districts. We have tried to select pictures that reflect the diversity of Louisiana Career Education programs and that also reflect the philosophy of the State Department of Education in Career Education. The State Department of Education is deeply indebted to the 66 local school districts for their cooperation and interest in this annual report. We are also indebted to them for their enthusiastic and dedicated response to the challenge of implementing CAREER EDUCATION in their schools.

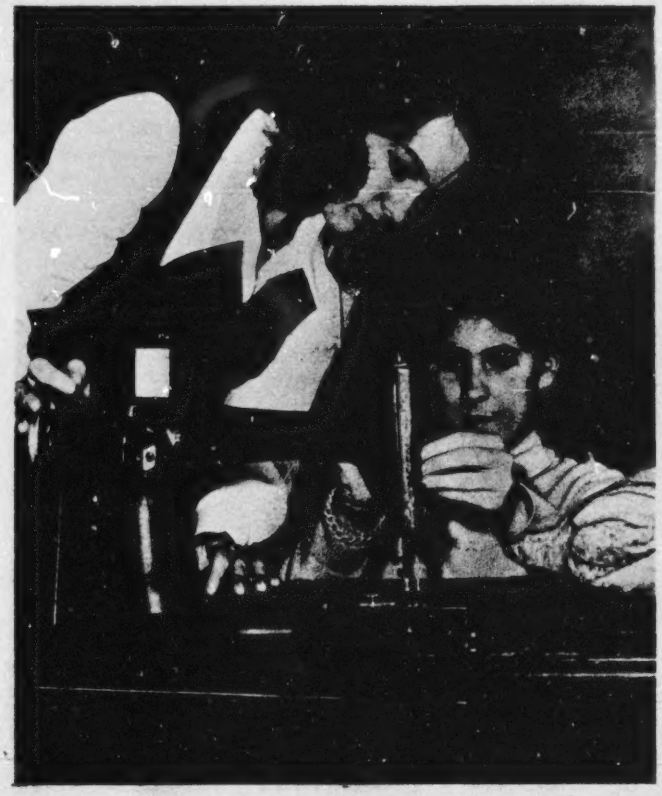
SPECIAL EDUCATION RECEIVES C.E. EMPHASIS IN ACADIA PARISH

The school year 1973-1974 has been a planning year for Acadia Parish, during which individual faculties have met to write rationales for, and definitions of, Career Education, as well as plans to implement the concept in their own particular schools. One of the most positive outcomes of this year's efforts has been the progress of the Career Education program for Special Education students at Crowley Junior High.

Special Education students in the Homemaking Class at Crowley have been taught basic cooking, sewing, and housekeeping skills. Some of the students are already applying their skills by working as baby sitters, maids, and short order cooks after school and on weekends. Much of their spending money has been earned at these jobs.

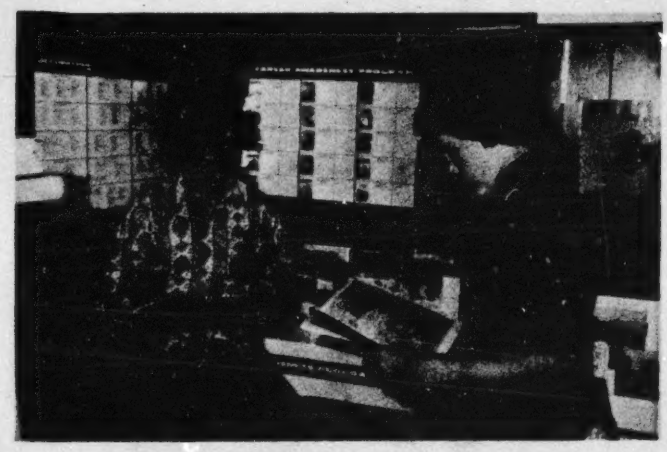
In the Trades and Industry classes, the students have been taught the basic essentials of repairing small engines and bicycles, how to complete simple projects with wood, and basic horticulture skills. This training has enabled several students to gain employment after school and on weekends as gardeners, service station attendants, and bicycle repair specialists. In addition, several students have started projects at home that will enable them to sell basic garden plants for a profit.

Acadia Parish offers living proof that Career Eduation in Louisiana is, indeed, designed for **all** students.



Miss Renee Robinson, instructor at Crowley Junior High, assists one of the students in adjusting a sewing machine.

ALLEN COUNSELORS BRING NEW DIMENSION TO ELEMENTARY EDUCATION



In the "good ole days," Popeye used to encourage students to eat their spinach so that they could grow up to be strong and healthy. Today, he helps students, such as these two young men from Oakdale Elementary, through a creative Career Exploration program, to think about what they want to be when they grow up so that they will be happy, productive, contributing citizens.

Allen Parish chose to spend its basic allocation of $15,000 on two elementary counselors: Mrs. T.J. Davis and Mr. Charles Bradley. However, Allen Parish educators did not leave the entire task of implementing Career Education to these two individuals alone; everyone got into the act.

If you had visited the Parish during the past few months, you may have seen one, or some, or all, of the following activities going on: a third grade class at Kinder Elementary working on a Self-Focus program; an elementary school counselor counseling a troubled student and discovering that most of the troubled students he counsels are kids with reading problems; a bulletin board in the lobby of Oakdale Junior High urging students, "Don't be a DropOut; Drop In on Careers Today;" a 4th and 5th grade class at Oakdale Elementary pondering the proposition, "When I Grow Up, I Want to Be . . . "; curriculum supervisors reviewing curriculum guides with teachers; and even a student teacher working on a project to develop awareness of self and a positive self-image.

As a result of these enthusiastic, concerted efforts, the elementary school population of Allen Parish should, at the end of the school year, show significant gains in Career Awareness and improved self-image, two top objectives in Louisiana's Career Education program.

RESOURCE PEOPLE SPARK CAREER INTEREST IN ASCENSION PARISH

The butcher, the baker, and the candlestick maker took a back seat to the fireman, the diver, and the ambulance driver this year in Ascension Parish as educators sought to expose their elementary students to some of the 23,000 jobs available in the world today. Resource people who came to the schools ranged from the principal of an elementary school to a group of hard-hatted electric linesmen. They included a registered nurse; a fireman; and an Uncola delivery man.

Ascension students didn't always entertain at home. They were themselves entertained – at a radio station; a publishing company; a glove factory; and the telephone company. They even made an unforgettable trip to nearby New Orleans, where many job opportunities exist.

Ascension teachers have also capitalized on resources within the school. For example, a former professional musician, now an elementary school teacher, talked recently to a fifth-grade social studies class on his experiences in one of the so-called "glamorous" professions. It was the first time many of the students had seen or touched a metronome, a cornet, or a baton.

Ascension Parish has done a creditable job of bringing the community into the schools and the schools into the community – a recommendation of the Louisiana plan for Career Education.

In this day of enforced 55 m.p.h. speed limits, the sight of a state trooper usually means trouble. But at Galvez Elementary School in Ascension Parish, State Trooper William Spencer was given a ticket of welcome when he arrived to talk about jobs in law enforcement.

HANDS-ON ACTIVITIES HIGHLIGHT ASSUMPTION PARISH C.E. PROGRAM

Pictured above is a group of students engaged in a hands-on activity of making cookies, which culminated a unit of work on Food Services. The students used occupational briefs and the Occupational Outlook Handbook to research the careers. The students are from Mrs. Marian R. Turner's seventh grade Reading Class at Labadieville Middle School.

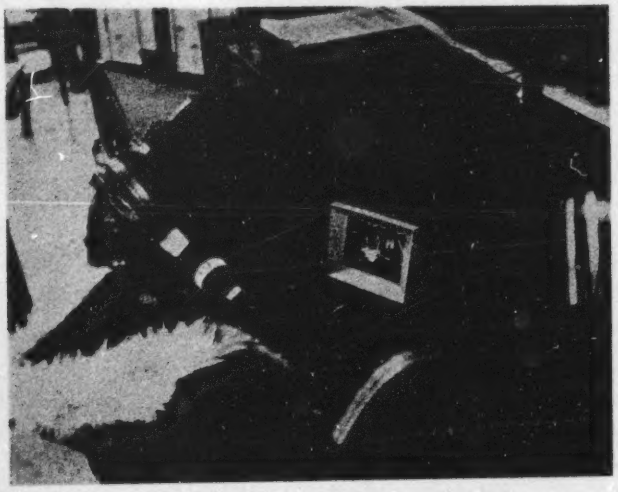
Career Education is alive and thriving in Assumption Parish. Two elementary counselors have provided students with many field trips and hands-on activities to broaden their awareness of the world of work and to increase their motivation to study. The counselors have also gone into the classroom to engage students in experiences designed to build self-image and decision-making skills.

This does not mean that elementary teachers in Assumption Parish have not been encouraged to implement their own Career Education ideas. One of the hands-on activities, for example, that created much enthusiasm among Mrs. Ivy Pujol's third graders at Pierre Part Elementary School was that of writing their own articles for a class newspaper.

Assumption Parish students took a trip to a local bakery recently where they were allowed to sample the products. This was not unique perhaps, but their tour of the parish jail was. Students discussed with the sheriff the jobs of various people connected with the incarceration and rehabilitation of prisoners.

A finer appreciation of the jobs that all people do and an understanding of how all jobs affect a community's economic and social well being were two Career Education objectives that Assumption Parish has worked toward during this past school year.

COUNSELING VAN ENHANCES CAREER EXPLORATION IN AVOYELLES PARISH



The Avoyelles Parish mobile counseling van is equipped with five Singer Graflex machines. A resource counselor, Leonard Truex, drives, and travels with, the van. The van was outfitted with study carrels, cabinet files, instrument holders, and swivel chairs by the Marksville High School Agriculture Department Shop students. In the photo, above, a Fifth Ward High student is shown exploring a career.

Avoyelles Parish began its Career Education program last summer with a three-week workshop for junior high school teachers conducted by Northwestern University and funded with a Title III grant. Later, in-service was expanded to include all professional people, including teacher aides.

An outstanding feature of the Avoyelles program, however, was introduced on January 17, 1974, when the Avoyelles mobile counseling van began its operation. Excited seniors filed into the van each day after that to explore the first of three career choices that they had previously indicated in an informal survey. Each student viewed a film strip about his or her tentative career choice and then read occupational literature about it. To impress the facts in their minds, students were asked to write brief job descriptions. Later, as a written assignment, they were expected to write an essay on what they saw, how they felt about it, what they thought about the material in the van, whether or not the written material said enough, and so on. Sophomores and juniors were later invited into the van for this exploratory experience.

In the informal survey, 201 of the 572 prospective 1974 graduates indicated an interest in going on to college; more than 200 were interested in specific skill training; 100 plus were undecided or stated no preference. The van, hopefully, provided these students with some direction.

SUBJECT MATTER TIE-IN AN EFFECTIVE REALITY IN BEAUREGARD PARISH

Kindergarten students wear their fathers' hats or the hats of other working members of their families to class. They develop their language arts skills by discussing the many occupations which require the wearing of a hat . . .

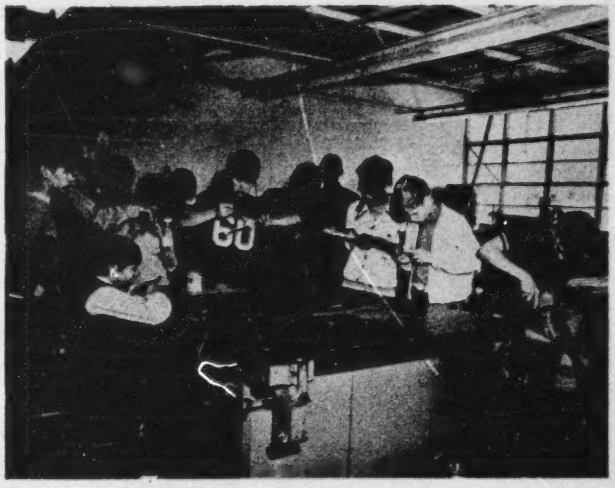
Fourth grade students learn about fractions and how they will use them, should they decide to become farmers, paramedics, housewives, or shoe designers . . .

Senior high students explore careers through the use of cassettes, sound filmstrip projectors, and job experience kits to discover how what they are studying relates to what they want to do after they leave school.

These are just three of the many Career Education activities that made school life a little more exciting for Beauregard Parish students this school year.

Several Beauregard Parish teachers developed model Career Education lessons and toured the schools to demonstrate how easy it was to do. During these lessons, students became so engrossed in what they were doing that they had to be reminded that the bell had rung. Unbelievable???

Beauregard Parish practiced what the State Department of Education has been preaching about Career Education: Career Education is not a couse but a concept to be infused into ongoing curriculum.



Apathy is hard to find in this junior high classroom where students are working on the various stages of the production of a model land speed record assault vehicle. This is part of a course offered in Beauregard Parish called "The World of Manufacturing."

CAREER EDUCATION CONCEPTS ITEMIZED IN BIENVILLE PLAN

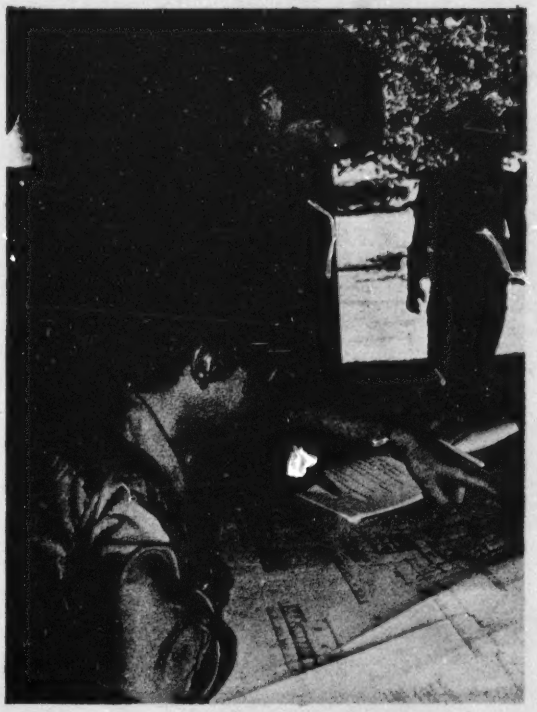
Because Bienville Parish is a rural, sparsely populated parish, with few available employment opportunities, its educators felt that a Career Education program would be helpful for the following reasons: to make the curriculum more relevant; to eliminate tracks in their curriculum; to teach the dignity of work; to give students the ability to make valid career decisions by learning more about themselves; to develop a viable, systematic method of teaching career development to students; to provide an individualized, performance-based career development program for its students; to provide an in-service training program to meet the career needs of students and faculty; and to design career development assessment tools.

In its comprehensive Career Development program, Bienville Parish proposed to infuse the following Career Education concepts:

1. Man works for reasons in addition to that of earning a living.
2. A person's interests and needs may be satisfied by many work roles.
3. Vocational choice confronts every individual and is not the unique problem of a specific group or minority.
4. Career development is a lifelong process.
5. Most facets of a person's life are shaped or directly affected by his work role.
6. Individuals are unique and cannot be sterotyped according to their occupation.
7. Jobs do not exist in isolation. People are interdependent.
8. The status of an occupation does not indicate its worth to society.
9. If man is to influence the degree and kind of change in society, he must understand technology and its implications.
10. Work roles for some may be leisure-time activities for others.

Bienville Parish planned to bring the community into the schools by hiring an auto mechanic, a carpenter, a plumber, an electrician, a nurse, a secretary, and a beautician to teach students about their jobs.

MINI-COURSES UNIQUE FEATURE OF BOSSIER PARISH PROGRAM



Alvin Toffler, in his book FUTURE SHOCK, recommends mini-courses to teach students copeability – the ability to deal with continual change. These two eighth-graders at Princeton Junior High School are engaged in a 3-week blueprint mini-course that keeps them interested and involved. Their teacher is John Langston.

When the junior high school students of Bossier Parish become senior high school students, they should make wiser choices about the courses they take as a result of the Career Education experiences provided for them during the 1973-74 session. The major emphasis of Career Education in Bossier this year has been on the 8th and 9th grade levels in hands-on, simulated career exploratory programs.

The 8th grade program involved two programs during the first semester for nine weeks each in four junior high schools: one course dealing with careers in Print Reading, Drafting, and Electricity, and the other with careers in typing and communication, distribution and marketing, and accounting and machines. During the second semester 8th grade boys took the **World of Construction** and Small Engines, while the girls studied careers in Food, Clothing, and Personal Services.

At the ninth grade level, in three 9-12 high schools, students explored careers in the **World of Manufacturing,** Print Reading, and Drafting.

Bossier's Career Education curriculum was based on interest surveys of junior high students, a study made by Gulf South Research Institute of vocational and technical skills needed in Caddo and Bossier Parishes, and a Labor Department report on hardest-to-fill job openings.

CADDO CAREER CENTER EXPANDS WITH CAREER EDUCATION FUNDS

Two Caddo students engage in the repair of a major appliance, one of the two courses initiated with Career Education funds. These students were selected for attendance at the Center on the basis of cumulative records; the Center accepts no problem students or failing students. Instructor in the major appliance repair course is Mr. Fred Sermon.

Texas has its Skyline Center; Louisiana has its Caddo Career Center. The Caddo Career Center is an interesting, busy, and productive place where students enjoy learning and working. At first glance, a visitor is impressed by the painted murals on the outside walls that indicate the type of instruction going on inside. Once inside, the visitor realizes that the imagination and creativity extend beyond the physical plant to the entire program.

Juniors and seniors from 16 different schools attend the Center. They are enrolled in 17 different courses, two of which have been initiated with Career Education funds – body and fender repair and major appliance repair. Instructors in both of these courses are men with considerable working experience.

The Center's printing shop does all the printing for Caddo Schools. The carpentry class builds actual houses that measure 854 square feet and are sold at auction. Plans for these houses are made by the drafting class; the air conditioning ducts, by the sheet metal classes.

In an entirely different area, Caddo Parish has designed a scale that measures the vocational interests and attitudes of young children. They have used it this year to pre- and post-test K-3 students as part of a comprehensive career development program.

CALCASIEU PARISH INVOLVED TOTALLY IN CAREER EDUCATION

What has been going on in Career Education during 1973-74 in Calcasieu Parish? Just about everything. Who has been involved in Career Education in Calcasieu Parish? Just about everyone.

Eighth grade students were enrolled in exploratory typing classes.

Mrs. Delaney's second grade class took a trip to the Post Office, and Mrs. Cagle's special education class made ceramics to sell. Mrs. Mary Bellang r's room had a career closet, which held all kinds of surprises for her kindergarten students.

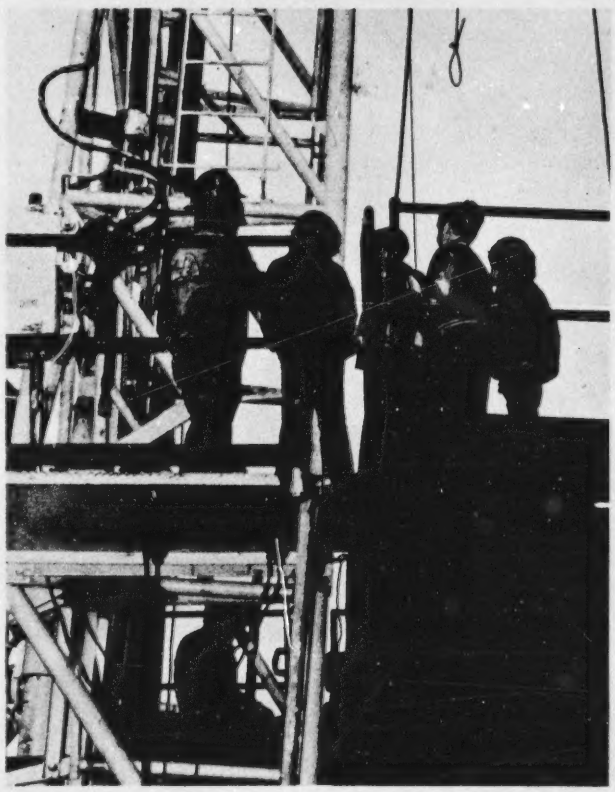
Mrs. W. R. Talley came to school to talk about her job as a school bus driver, and Mr. Jalal Viator came to talk about his – owner of Jalal's Restaurant.

A sixth grade class infused Career Education into history and social studies by making a study of the current fuel shortage and the effect it has on students and parents.

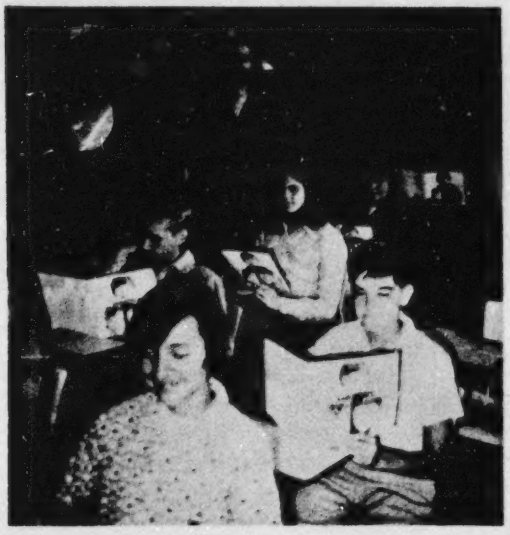
High school students learned to recharge air conditioners in a refrigeration class and interpret the diagnostic machine in an automotive class.

When daylight savings time came into effect this winter, Calcasieu teachers sent early-bird students to the Career Education Resource Center to explore careers while waiting for classes to begin.

Fourth and fifth grade classes of Mrs. John Slade and Mrs. Betty Kiser of Moss Bluff Elementary tour a drilling rig owned by Mr. Bradford Wood of Browne Drilling Co. Students enjoyed asking questions about the various careers in oil field work that both boys and girls could pursue.



SELF-AWARENESS IS RECURRING THEME IN CALDWELL PARISH PROGRAM



These seventh grade students are engaged in a self-discovery program being conducted in their English classes. The emphasis was on helping each child to better understand himself, his peers, and his environment. The program also allowed each student to express his or her personal feelings freely both in written and oral form.

When Caldwell Parish embarked on its Career Education program, self-awareness at every grade level was revealed as one of its major themes. At the Awareness stage (K-3), for example, one of the objectives was to recognize individual capabilities and limitations as they related to "self." At the Motivation stage (2-6), a major objective was to recognize individual capabilities and limitations in occupational and social roles.

At the Exploratory stage (5-9), a self-awareness objective was to get students to explain why career commitments are often of a changing nature and why throughout an individual's lifetime decisions pertaining to careers have to be reevaluated. At the Tentative Career Decision stage (8-10), students were expected to explore various careers based upon personal interests, values, and abilities. Finally, at the Career Entry Skills stage (10-12), students were made conscious of basic attitudes, self-images, and procedures essential in projecting themselves as job applicants.

A variety of materials and methods was used in Caldwell Parish to achieve these objectives and others. They included commercial material; free play, role playing; cooperative working activities; field trips; resource people; bulletin boards; displays; and subject matter tie-in.

INDUSTRIES INDIGENOUS TO PARISH CONTRIBUTE TO CAMERON PROGRAM

An outstanding activity in Career Education in Cameron Parish this year has been the preparation of slide-tape presentations by four of its seven elementary schools, featuring unique industries in the parish. These include the trapping industry (fur-bearing animals and alligators); the shrimping industry (catching, canning, and freezing); the Menhadden industry; and the Rockefeller Refuge.

Students and teachers in the four schools went out to interview people at their work sites and took slides of the working activities they saw. Actual interviews by the students are recorded on one tape, and a narration for teaching is recorded on another. Teachers are enthusiastic about student involvement and response, as well as the cooperation that has developed between the school and the community.

Cameron Parish feels that these projects are of value to the Career Education program in Louisiana because they correlate with various subject matter being taught in the classrooms; they permit students to get first-hand information through on-the-job visitations; they give students a glimpse into the economic status of the parish; they can be used as teaching aids in other schools within Cameron Parish; and they can be reproduced and used by schools outside of Cameron Parish.

Hands-on Activity? No, thanks. These seventh grade students from South Cameron Elementary School are content to sit back and watch two alligator trappers demonstrate live how to skin a 'gator. These resource people appear in a narrated slide presentation of the trapping industry that is being directed by two Cameron teachers, Mrs. Mary Moss and Mrs. Olga Mudd.

WORK EXPERIENCE PROGRAMS BACKBONE OF CATAHOULA CAREER EDUCATION

These young Catahoula students earn while they learn. In the morning, they attend classes, such as the one pictured above. In the afternoon, (from front to back) Glenda Blaney works for Griffing and Scott law firm; Teresa Smith punches a time clock at the Catahoula Bank; and Martha Jean Fairbanks contributes her clerical talents to the law firm of Reeves and Lossin.

When most people think about work experience programs, they think about the large metropolitan areas, such as New Orleans or Shreveport. But work experience programs are the backbone of Catahoula's Career Education program. Catahoula educators take great pride in such programs, and the business leaders of the parish are enthusiastic and cooperative.

There are sixteen students enrolled and working in the Cooperative Education Class at Block High School at Jonesville, under the direction of Mrs. Virginia Beard. There is also an active Distributive Education program, and a DECA Club chapter was organized this year to provide students with some supplementary experiences and activities that should prove valuable to them in the world of work.

Catahoula elementary students are exposed to Career Education by tieing in basic skill subjects with careers; students in one class, for example, are improving their math proficiency by playing a game called "Cashier." Junior high students are learning more about what they would like to do in later life by participating in such activities as the Kuder E Preference Survey. High school students are increasing their chances for employment by taking courses in agricultural shop, sewing, clerical practice, and industrial arts, in addition to those courses already mentioned.

CLAIBORNE PARISH UTILIZES CURRICULUM GUIDES AND CRAFTSMEN

Curriculum guides, developed by the State for traditional curriculum but containing suggestions for Career Education activities, were presented to the teachers of Claiborne Parish early this year. These guides have been used, subsequently, to better coordinate Career Education with the academic educational program.

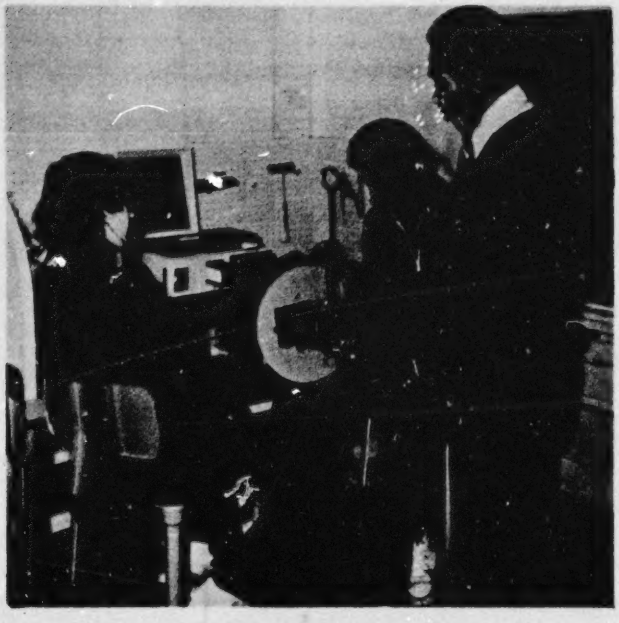
Career Education money has been spent at the K-6 levels for programmed materials designed to build career awareness. At the 7-12 levels, career motivation and exploration have been the major objectives. No two schools have exactly the same program, but they do share two common characteristics and activities.

Vocational skill courses, such as carpentry, plumbing, electronics, refrigeration and air conditioning, and ceramics, are being taught by licensed, experienced, or talented people in these fields, who are not primarily teachers. All schools have invited resource people to come into the schools to discuss careers. Sometimes these resource people have been the heads of large industries in this area.

Other highlights of the Claiborne program this year have included: the initiation of a cooperative work experience program; the introduction of the Worlds of Manufacturing and Construction; and the expansion of the offerings of the Home Economics and Industrial Arts programs.

The time: School year, 1973-74. The parish: Claiborne. The school: Haynesville High. The class: plumbing. The teacher: Bernard Walker, who is an experienced, licensed plumber. The students: color them busy and interested.

CONCORDIA STUDENTS VOLUNTEER FOR SMALL ENGINES PROGRAM



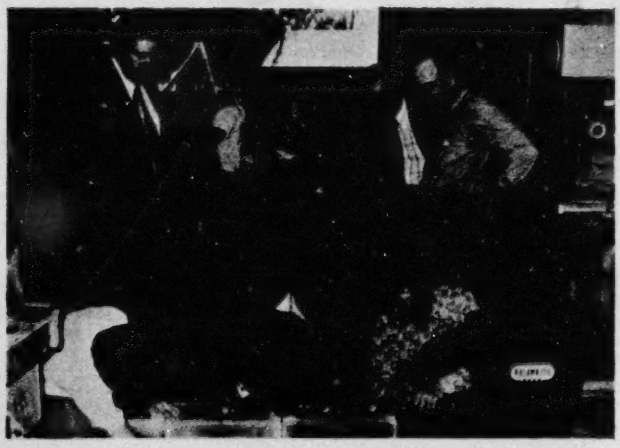
In the KEN COOK classroom at Vidalia Junior High School, Cleveland Watts, instructor, acts as a facilitator of learning. Boys enrolled in the course learn the fundamentals of small engines by proceeding at their own pace through programmed materials. The instructor is on hand to assist them with their problems and to offer encouragement and support.

Two Ken Cook Small Engines exploratory programs formed the basis of a Career Education program at the junior high level for Concordia Parish this year. Sixty to seventy students volunteered to take the courses, offered at the Vidalia and Ferriday Junior High Schools, during the time that had formerly been allotted to them for study periods. Most of the boys appreciated the programmed materials used to teach the course. "If I don't understand something at first," one student said, "I can go back over it again and again until I do."

While most parishes are relying on the curriculum guides developed by the State Department, Concordia is one of several parishes engaged in a do-it-yourself curriculum project. Since July 1, 1973, five Concordia teachers and an artist have been producing Career Education modules for the elementary student. The materials are original, imaginative, practical, and provocative. The curriculum writing project is the result of a Title III grant.

Concordia Parish educators were exposed early this year to a valuable Career Education experience that other Louisiana educators did not enjoy. They attended a NAB-Natchez Institute, sponsored by the University of Southern Mississippi. The focus of the institute was career development as it relates to the disadvantaged student.

VALUING APPROACH TO CAREER EDUCATION TAKEN BY DE SOTO PARISH



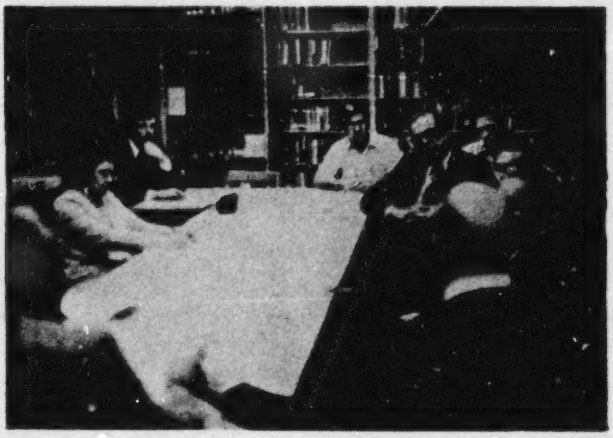
The World of Construction exposes students to the many occupations that are available in this cluster. It offers many hands-on activities that appeal to youngsters of this age bracket, including labor-management conflicts and negotiations. Here, some young men at Mansfield High School work with brick and cinder block construction, while Mr. Claude Younger, Instructor, and Mr. A.W. McDonald, Principal, look on.

DeSoto Parish students live in a sparsely populated parish, with an average number of career opportunities located in the towns of Mansfield and Logansport. They must be made aware of these opportunities, as well as those opportunities that are available to them in the metropolitan area of Shreveport, where many of their parents work. They must also be exposed to the Career Education concepts that apply in either working situation – rural town or big city.

This year DeSoto concentrated on full-scale implementation of a K-2 awareness program for every child in the parish. A more limited program was initiated for grades 3-9. Included in this latter area was the **World of Construction,** an exploratory course.

In the K-2 Awareness program, DeSoto Parish used a valuing approach to Career Education. Open-ended response activities provided a child-centered environment in the classroom. Sensory components involved the students in value clarification. The instructional activities focused on certain Career Education concepts and the following critical thinking skills: observing and reporting; comparing; summarizing; classifying; generalizing; imagining; exploring; generating alternatives; solving problems; interpreting; hypothesizing; and concluding.

EAST BATON ROUGE'S STAFF AND EXPERIENCES VALUABLE C.E. RESOURCES



East Baton Rouge Parish has utilized advisory committees to insure the success of its Career Education program. Here, its Home Construction Advisory Committee meets to discuss the erection of two homes that will be used by school custodians when they are completed. In addition to the type of meeting being held in this photo, the committee makes on-site visits to the construction sites. The gentleman with glasses is Gordon Flory, AFL-CIO.

The East Baton Rouge Career Education Program – called Cooperative Career Education – is one of the outstanding Career Education programs in the State. The quantity and quality of the activities in which teachers and students are engaged demonstrate its success. A newsletter, published regularly this year, has spread details of these activities; consequently, the newsletter has proved to be invaluable to parishes just starting out and looking for ideas to implement. In addition, the E.B.R. Career Ed staff has untiringly shared its know-how with many other parishes through State, regional, and local workshops.

The East Baton Rouge Career Education program was one of three C.E. models set up by the State Department of Education in 1972. Later, it received Federal funds under the Vocational Education Act. These funds have been used to develop curriculum units, expand vocational technical programs, and spread Career Education expertise throughout the parish. E.B.R. is one of the few parishes where Career Education has extended into its Adult Education program.

One of E.B.R.'s major contributions to Career Education in Louisiana has been the development of a slide presentation on **The Port of Baton Rouge.** A copy of this slide presentation, an excellent resource for social studies classes, will be sent to every parish in the State.

EAST CARROLL PARISH PROMOTES CAREER ED THROUGH MEDIA

East Carroll Parish chose to spend part of its basic Career Education allocation on salaries for two vocational teachers at Lake Providence Senior High School – one to teach commercial sewing and the other to teach welding. By so doing, it extended vocational instructional opportunities to a greater number of students in the parish and broadened the choices that students had in the T & I area.

East Carroll also purchased equipment and materials designed to enhance the entire instruction program of the parish. They purchased cassette players and recorders, projectors of various types, record players, a duplicating machine, and a tape recorder. One of the ways East Carroll is evaluating its Career Education program is to determine if teachers have learned to operate this equipment satisfactorily and if they have used this equipment to more fully implement Career Education in their classrooms.

One of the many valuable filmstrips East Carroll senior high school students have been viewing is "The Changing Work Ethic." Designed for high school students, it is an open-ended activity that encourages discussion about, and reflection on, today's work values, as well as a comparison with yesterday's work values. It is one of the filmstrips recently recommended by the Career Education Textbook Adoption Committee.

Some of the other material teachers chose to use for Career Education in East Carroll Parish include: "Hello, World;" an exploratory program for junior high school students; filmstrips and records on "Getting to Know Me;" filmstrips and records on "Developing Basic Values;" study prints on **Community Helpers** and **Urban Life;** filmstrips and records on "Job Opportunities Now No. 1;" filmstrips on "Foundations for Occupational Planning;" filmstrips and records on "Choosing a Career;" filmstrips and records on "Job Hunting: Where to Begin;" filmstrips and records on "Preparing for the World of Work;" **Career Awareness Program** books; charts on the metric system; and job experience kits.

SRA MATERIALS BRING CAREER ED TO EAST FELICIANA PARISH

Focus I, II, and III materials, published by Science Research Associates, have been an integral part of the Career Development program in East Feliciana Parish. Many teachers all over the State who were lukewarm about Career Education were "turned on" by the responses that students make to these materials. Because there are no right or wrong answers and because they involve activities that capitalize on the imagination and interests of young children, students who receive average or below average grades in scholastic areas often "star" in classes using this material.

Some of the more interesting ideas that were commented on time and again in Focus III are the use of the soap box to get students to express what they are thinking and feeling and the life raft exercise, which gives students an opportunity to exercise judgment in decision-making, choosing, and setting priorities. Another valuable aspect of these materials is the inclusion of many open-ended exercises that give students an opportunity to identify and clarify their values, an important component in Career Education.

East Feliciana used SRA's OUR WORKING WORLD at the 1st and 2nd grade levels and OUR WORKING WORLD – CITIES at the third and fourth grade levels. The latter is a popular series that successfully infuses Career Education into social studies.

The SRA Newslab introduced fifth graders to Career Education concepts and broadened their awareness of the world of work in an interesting and practical manner. Also effective were the math application kits for sixth grade; the Widening Occupational Roles Kit for seventh grade; the Career Exploration program KEYS for eighth grade; the Job Experience kits for ninth grade; the Occupational Exploration Kit for tenth grade; the Manpower and Natural Resources Occupations information for the eleventh grade; and the administration and interpretation of the Kuder DD Occupational Interest Survey, as well as the study of those occupational briefs connected with high interest areas, for the twelfth grade.

EVANGELINE PARISH CONCENTRATES ON SKILL ACQUISITION AND ATTITUDES

Those of us who have difficulty finding <u>one</u> competent and interested mechanic to work on our cars should be delighted to see <u>two</u> such mechanics giving an engine a complete overhaul. The Chevrolet Division of GM recently presented the School with a Vega "Notchback" on which these students can learn. Mr. Jim Colliron is the instructor for the Auto Mechanics course.

Evangeline Parish recognized that not all of its students were oriented toward a college-bound curriculum and that many of them would benefit from some type of career program that would provide skill training. As a result, the Career Development School was opened in Ville Platte. The school offers courses in four skill areas: construction; auto mechanics; welding; and business and office occupations. Approximately 160 eleventh and twelfth graders are enrolled and receive three hours of credit for the half day they spend at the Center.

In business and office occupations, students learn the use of various office machines and how to operate a typewriter. In the construction course, masonry, concrete work, and carpentry are offered. In auto mechanics, students begin with small engines but progress to larger and more complex ones. Arc, oxyacetylene, and T.I.G. welding are offered in the welding course.

In addition to the skills, basic work habits and attitudes are emphasized at the Center. Students become aware of the importance of reading, writing, and problem-solving skills in their specialized areas. They learn also the value of regular attendance, punctuality, appropriate dress, good grooming, and pride in their work – and how these contribute to success in the world of work.

FRANKLIN CONSIDERS PERSONNEL THE KEY TO CAREER ED SUCCESS

To insure the success of the Career Education program in Franklin Parish, three professional people were hired to correlate, coordinate, and implement the program within the present curriculum. The Parish felt that this full-time leadership was necessary to establish sound, experience-based, sequential activities.

A counselor working at the elementary level assisted classroom teachers in selecting materials, supplies, and equipment, and in adapting classroom instruction to meeting career needs. Two vocational people, one working with elementary and secondary levels and the other working only at the secondary level, assisted classroom teachers and administrators in introducing the career format. Franklin Parish used the **Valuing Approach to Career Education** to create career awareness and **Creating Your Future** for effective career exploration.

Two important C.E. activities this year were sponsored by the Beta Club of Baskin High School. One was a Career Explosion program, with an emphasis on careers in health. The reason for this is that there is a severe shortage of doctors, dentists, nurses, and other health personnel in Franklin Parish. The other, planned by Mrs. Bereanice Cunningham, resource consultant, and Buster Crowley, Beta Club sponsor, was a very successful Career Day.

Believing that ultimately the successful implementation of Career Education concepts depends on the classroom teachers, Franklin Parish held workshops in each of the nine schools in the parish. Mrs. Ercil Lord, Career Education resource consultant, and Mr. Ernest Baccarini, Career Education Coordinator, diacuss plans for the workshops.

MOTIVATION FOR ALL STUDENTS IS CAREER ED THRUST IN GRANT

The State Plan for Career Education outlines five stages from elementary through high school, with the second stage – from second through sixth grades – labeled "Motivation." Grant Parish, however, extends this Motivation stage downward to the Kindergarten and upward to the twelfth.

To motivate students at the elementary level, students are being exposed to those occupations that interest them and are given the opportunity to learn more about them. In some classes, such as the speech therapy classes, teachers are using role playing as a method of developing career awareness. Elementary counselors are working with students on an individual basis to alleviate some of the problems that interfere with raising their achievement levels.

There are many efforts at the junior and senior high school levels that are increasing motivation. One of these is **The World of Construction** for ninth grade students. An Apex Simulation Class has been set up at Dry Prong High School to give business education students the kinds of experiences they would get in work-study programs. A Career Mobile Van provides a broad spectrum of career information and guidance. A Title III experimental program, "Motivation for Career Success," enhances the Career Education effort for eighth, ninth, and twelfth grade students at Dry Prong and Pollock.

Interest is evident in this Grant Parish classroom as students concentrate on one of the following phases in an achievement motivation program: developing commitment for career success; developing habits for career success; developing a life style for intelligent action; developing leadership ability; planning for career success; and education for career success. James DeWitt is the instructor.

IBERIA PARISH DEEPLY COMMITTED TO ALL PHASES OF CAREER ED

Mrs. Sue Cox's New Iberia Senior High School Creative Arts students arrive at the North Street Elementary School to prepare for such units as role playing and self-realization. It is hard to determine who has benefited most from this activity: the elementary students who have been exposed to the senior high students' enthusiasm and talents or the senior high students who have learned much about their own identities while helping the younger people discover theirs.

The deep commitment to Career Education that Iberia Parish expresses is demonstrated in the many interesting and innovative programs going on in its schools. This year Iberia Parish has given particular emphasis to the Construction cluster: field trips to construction sites and the building of medieval castles were included in the elementary program; the **World of Construction** was offered to junior high school students; and work experience at Otis International, a construction firm specializing in the building of motel units, was available to many senior high school students.

One of the most interesting programs in the Parish has been the Creative Arts program, which involves eleventh and twelfth grade students in the teaching process. Students with special talents or interests receive two hours of credit for going into the elementary schools three days a week to work with students in music, drama, art, dancing, or safety. Prior to actual classroom experience, students have classes with psychologists to learn about child development and with teachers to understand classroom methods. Included in their orientation was a thorough introduction to the "I'm OK – You're OK" philosophy. Two days of the week are spent in planning and evaluation.

The New Iberia High School Career Campus offers excellent vocational courses to students from all high schools in the parish.

KNOWLEDGE AND EXPERIENCE ARE AIMS OF IBERVILLE C.E. PROGRAM

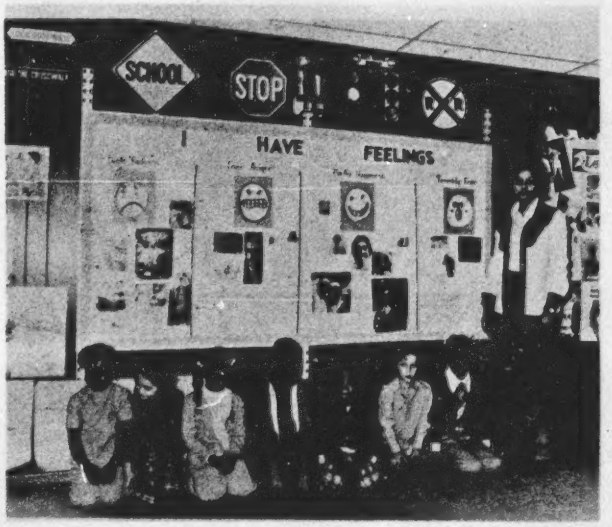
Iberville Parish has accepted Career Education as "an opportunity to have our students become more aware of careers and to better prepare them for their eventual entry into the world of work."

At the 1-3 level, heavy emphasis was placed on the child's awareness of himself and his surroundings, as well as an awareness of a wide range of careers. The Social Studies area provided the logical beginning for Career Education concepts.

At the 4-6 level, emphasis was placed on field trips, role playing, guest speakers, and other motivational techniques which made careers real for children of this age and encouraged them to concentrate on basic academic areas.

At the 7 through 9 level, exploration was accomplished through career simulation games, field trips, guest speakers, a variety of audio-visual materials, and the diversity of suggestions offered in the State Curriculum Guides. Later, these same devices were used to demonstrate the fact to students that each person makes an important decision when he decides what career to pursue. **The World of Construction** was installed and developed at one junior high school.

The acquisition of actual career-entry skills was limited this year because of lack of facilities. This condition should change soon.



In the photograph at right, Ms. Eunice Frank, instructor at Plaquemine Elementary School, used this delightful bulletin board to teach children of the various feelings they have, the factors that precipitate them, and the similarity of these feelings to those that other people experience. The lesson with which she used this bulletin board was entitled, "The Emotional Self."

"PAGEANT OF PROFESSIONS" INFORMS JACKSON PARISH STUDENTS

In November of this year, the seventh grade class of Weston High School in Jackson Parish presented a Pageant of Professions, in which they reviewed many trades and professions for the entire school. Later, they repeated the program for the Parent-Teacher groups. In one of the skits entitled, "A Cajun in North Louisiana?" a pretty seventh grade student explained – in French – the many opportunities in the fishing trades. Some of the other careers dramatized included those of teacher, lawyer, doctor, nurse, fireman, serviceman, and fall player.

Jackson students have heard resource people, such as a construction specialist, who brought many tools of his trade to the schools to demonstrate, and a newly licensed practical nurse, who asked the question, "Would You Like to Become a Nurse?"

Hands-on activities provide some exciting Career Education experiences. H.J. Hale's Vo-Ag students at Weston High School recently progressed from studying about a house to actually constructing one. 11th grade students do volunteer work with the kindergarten students. Business Education students run the business functions of the school. Their real work experiences include: bookkeeping for the principal; typing; acting as receptionist; filing; preparing reports, notices, and announcements; and running the mimeograph and ditto machines.

The Career Education program in Jackson Parish has built on the foundation of an already strong, existing vocational education program. In addition to the experiences explained in the accompanying article, the science teacher at Weston High School, Mr. Milstead, gives his students the opportunity to learn and earn by incorporating photography into his science courses.

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12 ELEMENTARY COUNSELORS IMPLEMENT CAREER ED IN JEFFERSON

Twelve young, enthusiastic, knowledgeable young men and women are bringing life to the Career Education program in Jefferson Parish. They have been hired to implement Career Education in the elementary classrooms by acting as resource people to elementary teachers and by introducing to the elementary teachers and students the concepts and materials recommended for Career Education.

The Career Education effort does not stop with the elementary student, however. There are several programs in effect that make a considerable career impact on high school students.

Project REACH, for example, is a drop-out prevention program which utilizes the Career Education concept by relating various skill development areas with other disciplines. In one class, students built stereo units in a comprehensive pre-vocational program, that included math, reading, woodwork, and basic electricity.

At John Martyn Vocational High School in Jefferson Parish, students who wish to pursue a career in mechanics take a pre-requisite exploratory course in power technology.

Forty-nine Jefferson Parish seniors are currently engaged in on-the-job training. The program, called SCOPE, combines on-the-job acquisition of skills with the in-school academic program.

A proud West Jefferson High School senior, Gregory Pearson, shows his math teacher, Miss Sally O'Neal, and his guidance counselor, Mr. William Oswald, how he has spent his time on the job at J. Ray McDermott, Inc.'s Harvey Canal plant. An equally proud supervisor, Dr. Dave Sanderson, McDermott general superintendent, looks on approvingly.

JEFFERSON DAVIS PARISH'S PHYSICS CLASS LEARNS PHOTOGRAPHY

A three week unit in film processing and developing was conducted in Jefferson Davis Parish at Lake Arthur High School. The class consisted of ten senior students, two girls and eight boys. The project was part of a physics class under the direction of Mrs. Dronet.

In preparation for the unit, the group helped to set up darkroom conditions in a previously unused classroom adjoining the physics laboratory. Equipment and darkroom supplies were furnished by the physics teacher at her own expense.

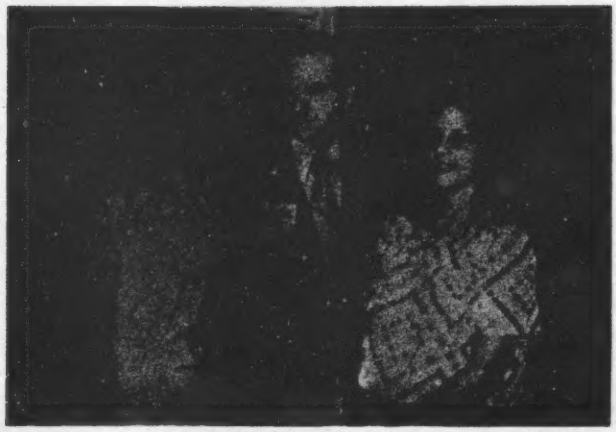
Once the room was prepared, the students were taught the procedures for removing exposed film from a camera and processing it to produce the finished negatives. Then, they proceeded to learn the functions and uses of the enlarger; the making of test strips for selecting the proper exposure; and the development processes.

Upon the completion of the unit, the students were able to go from a roll of unprocessed film to a printed enlargement. Three of the ten students have used their darkroom experience to work on the yearbook and science fair projects. Hopefully, one of the gorup may become involved in photographic work after high school as a result of the class.

This is just one of many interesting and worth-while C.E. activities going on in traditionally college-oriented classrooms in this parish.

While high school students are learning about photography, elementary students become aware of the record-processing duties at Jennings American Legion Hospital. Here, two elementary students from Mrs. Byrd's class at Ward Elementary learn from a secretary and a nurse just what is involved.

"CAREERS ON THE AIR" WEEKLY C.E. ACTIVITY IN LAFAYETTE



"Careers on the Air" is a weekly radio program which features community resource persons being interviewed about their jobs. These resource persons give students in Lafayette Parish valuable job information. The programs are planned, scheduled, and conducted by students. They are weekly 15-minute segments, heard over radio station KVOL.

Lafayette Parish is a leader in Career Education in Louisiana. Its program is comprehensive, creative, and educationally sound. It has been a model for many other Louisiana parishes to follow. It includes:

Students in agriculture at Comeaux High School getting hands-on experiences in the repair of farm equipment. . .

Students interested in working with children attending the childcare program being conducted at the Lafayette Parish Vocational Center . . .

Students getting valuable work-experience through programs, such as Distributive Education, with one student, for example, working at KLFY-TV, Channel 10, in Lafayette.

Students in Mrs. Donna Rougeau's 4th grade class at Truman Elementary School learning a lot about the dignity and the importance of work, as well as the interdependency of workers, by visiting a dairy . . .

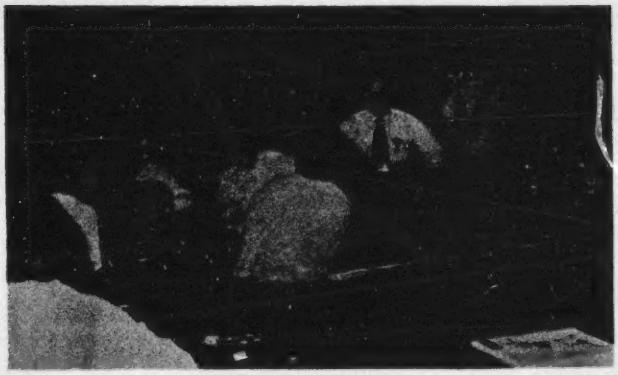
Students in carpentry at the Lafayette Parish Vocational Center learning how to build a house by actually building one and making it sound enough and functional enough to sell it at a reasonable price . . .

Students in a high school English class listening to a local artist explaining how and why he chose his vocation.

Almost everything that is being done in Career Education is being done in Lafayette Parish to some degree and with great success.

INVENTORY OF CREATIVE ACTIVITIES CIRCULATED BY LAFOURCHE

An unusually innovative and practical program at the high school level in Lafourche is a course in petroleum technology. A letter received recently by the Superintendent from one of the parents of a student detailed how this program has helped his son vocationally, as well as academically. Here, the class listens to visitors from Shell Oil Company explain general oilfield equipment and tools; they are also getting a hands-on feeling for them.



In an effort to keep all teachers informed of ongoing activities in Career Education in its 29 schools, Lafourche Parish published **An Inventory of Creative Career Education Activities,** which contained descriptions of projects that demonstrated unusual creativity on the part of teachers. In so doing, the **Inventory,** printed four times this year, gave teachers valuable ideas on how to infuse Career Education into the curriculum.

A year-end evaluation of the Lafourche program revealed that the Career Education program in the elementary schools was especially effective. One hundred percent of the students completing the evaluation form indicated, "My teachers have discussed job opportunities and careers with my classmates and me." The subject area which elementary students felt stressed Career Education to the largest degree was history; mathematics showed the least adaptability.

Eighty-six percent of the elementary students completing the questionnaire said, "In general, this year my teachers have helped me to discover who I am, what I am like, what I like, what I don't like."

The parish-wide evaluation gave the lion's share of the credit for the success of the Career Education program to the 24 members that comprised the Parish Career Education Team.

LASALLE STUDENTS DECIDE IF THEY'RE ANTS OR GRASSHOPPERS

An interesting activity carried on by the Jena Elementary School in LaSalle Parish in the second grade, taught by Mrs. Dorothy Andrews, correlated with a reading exercise about the ant and the grasshopper. After reading the story, students were asked the questions, "Do you work all the time?" "Do you play all the time?" Each student, individually, had to decide which he was – an ant or a grasshopper.

The students, then, were led to the conclusion that the proper combination of work and play is needed if one is to be successful, healthy, and happy in life – a concept that is valuable to learn early in life. A bulletin board, made up of drawings by the students, indicated that the children thought of themselves as workers preparing for winter (life).

Mrs. Shirley Welch's second grade class at the same school wrote original stories in a project dealing with awareness. The seven- and eight-year olds focused in on awareness of self, family, and the value of work. The titles of their booklets were: About Me; Happiness; Unhappiness; My Family; My House; Work; and When I Grow Up. The children drew pictures to illustrate these creative stories. Mrs. Welch has emphasized throughout the year that the students themselves have jobs; their job is going to school.

The children in Mrs. Betty Nelson's second grade class at Jena Elementary School produced a TV show, entitled "What I Want To Be." Here is Mrs. Nelson with the class-made television set, assisted in its operation by Jack Smith, center, and Charles Jones, right. Jack Smith's picture depicting his career ambition – to be a truck driver – is on the screen.

"SOMETHINGS FOR EVERYBODY" IN LINCOLN C.E. RESOURCE CENTERS

The resource centers established in every Lincoln school this year offer a wide variety of materials. If you were to browse around one such center, you would find **Worlds to Conquer,** a social studies or guidance program for junior and senior high school students, designed to further their understanding of themselves and the world of work. You would also find materials for occupational planning and career exploration. Included in this material is **The Long Haul Truck Driver,** a filmstrip which recently won an "Outstanding Filmstrip" award at the 1974 National Vocational Guidance Association's Career Film/Filmstrip Festival.

Familiar SRA materials for junior and senior high school comprise a large portion of the high-school resource inventory.

At the preprimary and primary levels, students are learning about the **Adventures of the Lollipop Dragon,** a sharing program that helps students to learn to live with others. In the Career Awareness area, they are having **Adventures in the World of Careers.** The **Focus** materials, **I, II,** and **III,** are being utilized in Grades K through 6.

Lincoln Parish, as many other parishes in the State, realizes that classroom teachers are the key to the success of the Career Education program. Consequently, Lincoln has tried to provide them with materials they have selected in order to do the job effectively.

In addition to good materials, Lincoln Parish uses community resources to implement its Career Education program. Recently, an assistant manager of a supermarket visited a 9th grade class in Introduction to Careers. In the photograph at left, a kindergarten group visits a local bank to watch people on their jobs. This group is from Ruston Elementary; the teacher is Mrs. Miriam Savage.

ADVISORY COMMITTEE HELPS LIVINGSTON PLAN C.E. PROGRAM

Livingston's comprehensive K through 12 Career Education program, implemented this school year, was planned with the help of a local advisory committee. The formation of a Career Education Advisory Committee by each local educational agency was required by the State Department of Education before funding.

Livingston's Career Education Advisory Committee included the following: Carroll Leggette, the parish superintendent; Joe Peak, a supervisor; Arthur Perkins, a principal; Harlan Clement, a counselor; Ms. Janelle Carrier, a classroom teacher; Ms. Rosie Barnes, a parent representative; Simeon Sibly, AFL-CIO, a labor representative; Joe Albin, building supply store owner, a business representative; Robert Heintz, Crown-Zellerbach, an industry representative; and Marsha Ashmore, Walker High School, a student representative.

The plan that the group devised recommeded implementation of the Career Education program at every level in Livingston Parish. It called for the establishment of a Career Education Center in every elementary school; the exploration of occupations of interest in the Livingston area for junior high school students; and the in-depth study of occupations of high interest, after the administration of an occupational interest survey, at the senior high school level.

In line with the Career Education plan for Livingston Parish, hands-on activities are provided at the junior and senior high levels. There are courses in business machines and data processing, drafting, and sheet metal work, among others, at the Denham Springs High School. Above, students in Mr. Emile Stevens' class at Denham Springs Junior High School participate in a small engines repair course, the Denham Springs High School.

EACH CHILD'S UNIQUENESS ESTABLISHED IN MADISON PROGRAM

The Madison Parish Career Education program has emphasized the uniqueness of each individual through various projects that promote self-image and encourage differences among individuals.

For example, "Getting to Know You" is a learning sequence designed for the child to give a pictorial description of himself. In so doing, he recognizes that he is a unique person. This project is a fifth grade activity in Mrs. Evelyn Waugh's class at Tallulah Elementary School. A huge bulletin board in her room displays pictures drawn by students which give clues to their unique identities.

"About Me" is a fifth grade activity in Mrs. Mona Murray's class in the same school. Each child has a section of the room in which he may exhibit his picture, his written activity sheet, and other items that identify his interests, feelings, and future plans. The project hopes to bring out that career development is a lifelong process and that people are unique and should not be sterotyped according to their occupations.

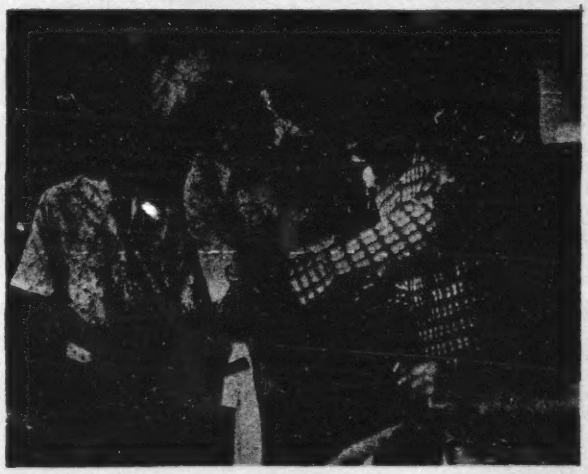
Similar to the "About Me" exhibit is the "Me Museum," also a fifth grade activity. The "Me Museum" presents an opportunity for each child in the class to share himself with others by displaying his interests, likes, dislikes, future plans, and hobbies.

In this Madison classroom, Mrs. Evelyn Anthony shows a filmstrip to the first grade class at Wright Elementary School. In this sequence of career awareness, she told the story of "Hannibal Himself." The children were asked to listen for the kinds of jobs they might like. They were then asked, "What were the three jobs that Hannibal thought he might like? What made him choose those? Which would you prefer?"

MOREHOUSE EXPLORES WORLDS OF CONSTRUCTION AND MANUFACTURING

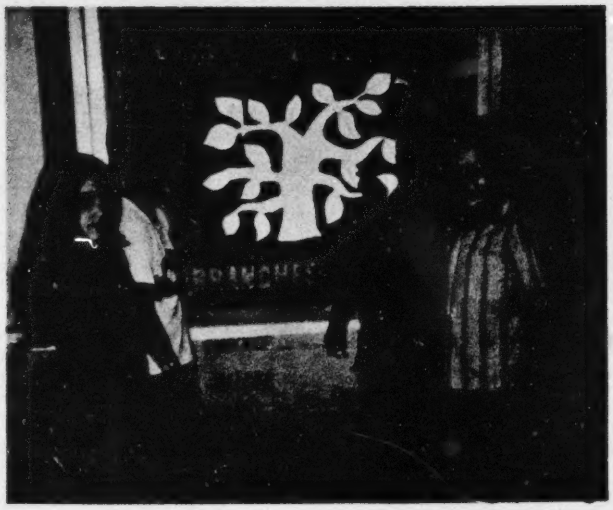
Morehouse Parish has utilized **The World of Construction** and **The World of Manufacturing** to provide students in junior high school with exploratory and hands-on experiences in two expanding job cluster areas. These programs, they have found, increase students' competencies in basic academic skills, as well. Students, for example, improve their language skills in labor-management negotiations; their math skills in building their dream house to scale; and their social studies skills in planning a playground area. They also get a fairly good idea of which jobs in these clusters they like or don't like to do. Dr. Kenneth Hoyt, Associate Commissioner of Education for Career Education, says it is just as important for a child to learn what he doesn't like to do as what he **does** like to do.

The Career Education philosophy of Morehouse Parish is that the school has a definite responsibility to help students make a place for themselves in the world. Since the careers that students choose will, eventually, either increase or decrease their sense of self-fulfillment and self-worth, Morehouse Parish wants to make students aware of the many options available to them. Then, they want to help each student narrow down these options to fit his particular needs, abilities, interests, aptitudes, and goals. Finally, they want to prepare him to make wiser and more meaningful decisions.



Although this picture of students engaged in The World of Construction was not taken in Morehouse Parish, it typifies the type of response that students and teachers give to the program – intent, interested, receptive, learning. There were approximately 83 World of Construction programs offered in the State, with more scheduled for operation in the 1974-75 session. This program is offered through the Industrial Arts Department.

NATCHITOCHES PARISH BOTH STATE AND NATIONAL CAREER ED MODEL



The Natchitoches Parish Career Education Advisory Committee began publishing a monthly newsletter to highlight C.E. activities. Also, the program has received considerable publicity in The Natchitoches Times. The picture above appeared in the Sunday, December 23, issue and shows members of Miss Lafern Douglas' fifth grade class at Parks Elementary who are becoming aware of the many jobs available to them in the world of work.

In 1972, Natchitoches Parish was selected as one of three models established in Louisiana for the purpose of experimenting with the concept of Career Education. In 1973, it became the site of a federally funded C.E. pilot program, administered through the State Department.

Career Education has been easy to sell to teachers, students, and community. In the process, Natchitoches teachers have neglected none of the basic fundamentals of traditional education; instead, they have used Career Education to add emphasis to basic subject-matter areas.

The objectives of the Natchitoches program are the following: to educate all students; to prepare all students for life; to help the student understand himself and the age in which he lives; to help him become aware of what life has to offer; to teach the student that dignity and respectability lie within the individual, not the occupation.

Federal funds financed a summer workshop in 1973 that produced a Career Education Curriculum Guide. This has proved to be an excellent resource for elementary teachers.

An interesting phase of the Natchitoches program has been the establishment of a placement office to secure entry-level jobs for students who choose not to go to college and to maintain continuous follow-through on all dropouts and graduates for program upgrading purposes.

ORLEANS INSTALLS COMPUTERIZED VOCATIONAL EXPLORATORY SYSTEM

The Orleans Parish Career Education program offers many opportunities to students to explore various occupational clusters that interest them. **The World of Construction** and **The World of Manufacturing** are two such programs at the junior high level. In addition, an exploratory class in typing for eighth grade students has been initiated in six schools; an exploratory program in child care has been conducted in five middle and junior high schools and one senior high school; and an exploratory program in health careers has interested 104 students in five senior high schools during 1973-74. A different type of exploration, however, exists with the Computerized Vocational Information Systems (C.V.I.S.), installed in three senior high schools. This system supplies information similar to the inforamtion dispensed through the VITAL program but of national interest and scope.

An unusually interesting and innovative program is the Creative Arts program, which enrolls 120 tenth grade students who are contemplating careers in instrumental or vocal music, art, or drama. Above, a student interested in an art career observes the Artist in Residence who is handling this phase of the program. Students attend classes three hours a day with specialists in their area of interest.

Four elementary Career Education coordinators are responsible for Career Education in 95 elementary schools and have conducted inservice training for teachers. Many elementary C.E. activities have been reported in the monthly newsletter published by Orleans Parish. One such activity is typically Orleanian. Lafayette school students created 15 floats depicting various occupations and paraded them through the streets of the city in a World of Work Parade.

OUACHITA PARISH INSTITUTES A SENIOR AUTO TECHNOLOGY COURSE

One of the highlights of the Career Education program in Ouachita Parish this school year has been the institution of an auto technology course at the senior high level. This is a one-year course offered to juniors and seniors. It provides training in the principles of diagnosing and repairing small engines. It involves, also, training in ignition systems, tuning of car engines, power steering components, alignment of front wheels, wheel balance, brakes and brake drums, standard clutch and transmission, and differential.

During the course, students studied, discussed, and performed practical work in the following curriculum areas: identification and use of tools; small engines; automotive engines; ignition systems; fuel system; cooling system; electric system (batteries, starting motors); and generators and alternators. They also viewed films and filmstrips designed to promote product knowledge concerning motor oils, oil filters, and batteries.

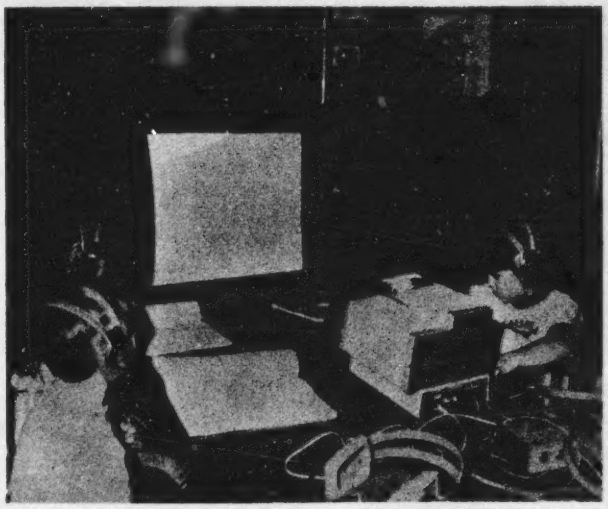
At the junior high level, a series of 15-day mini-courses provided career awareness and exploratory experiences for both boys and girls. The mini-courses were offered in all of the job cluster areas, except marine sciences and environment. Several additional mini-courses gave information on Armed Forces, civil service, and education. A final mini-courses topic was an overview of the world of work.

Each Module was packaged and contained a description of the mini-course (terminal objectives; prerequisites; pre-assessment; enabling objectives and activities; post assessment; and remediation and/or enrichment); printed materials, such as hand-outs, worksheets, etc.; and audio-visual materials, such as filmstrips, transparencies, and study prints.

Ouachita Parish was one of 11 parishes that received Career Education funds for Communications Skills program. This program exposed students who were studying French as a second language at the elementary level to the international world of work and also to the many oppoturnities in our own country that exist for people who are bilingual.

PLAQUEMINES PARISH IMPLEMENTS C.E. WITH EDL AUD-X MACHINES

The Plaquemines Parish Career Education program this year focused in on the first three stages of the Career Education program and reached students in Grades 1 through 8 in Belle Chasse and Phoenix High Schools. These schools both have K through 12 programs. The Plaquemines Parish School Board hired an elementary counselor for each of these two schools.

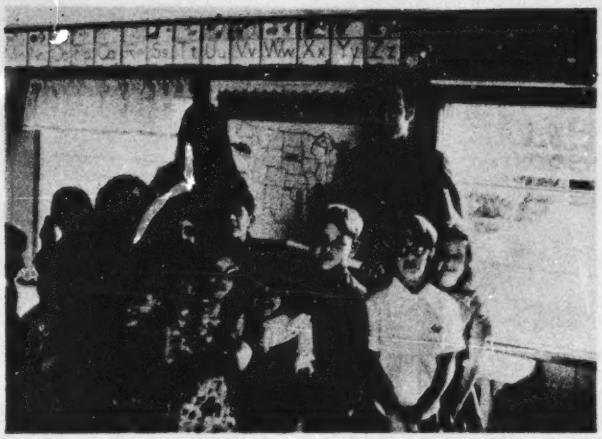


In the picture above, children at Belle Chasse High School learn to read such words as "bank, check, deposit," – words that will be necessary for them to know in later years – with the aid of an EDL Aud-X machine. The faculties of Belle Chasse and Phoenix felt that these machines aided them in helping students to clarify values and gain skills. Consequently, Plaquemines students will be better prepared to meet the challenges of living in the future.

Plaquemines' objectives for this year included: to make students aware of, and appreciate, the dignity of useful work; to assist pupils in having successful experiences in a number of exposures to career awareness, motivation, and exploration; to recognize that different careers require the use of different tools; to develop understanding that a person's career choice should be related to his individual strengths and weaknesses; to have the students realize the correlation of career and life style; to interface and interweave into subject matter areas a career development program, which places the individual child as the center of interest; to insure the students will be provided with career exploration opportunities to enhance later decision-making possibilities; to encourage students to relate interests to curriculum choices.

The faculties of these schools used EDL Aud-X machines extensively to help them achieve these objectives.

POINTE COUPEE PROGRAM ENDORSES DR. HOYT'S CONCEPTS



Another Hoyt concept is that learning will not be reserved for the classroom but learning environments will also be identified in the home, the community, and employing establishments. Pointe Coupee has looked to the community to provide more learning experiences for its young people. Here, WBRZ Channel 2 Weatherman Mike Graham explains the weather facts to Miss Carolyn Serio's second grade class.

Pointe Coupee Parish's program this year was fully implemented in K through 8 and was built upon the concepts set forth by Dr. Kenneth Hoyt, Associate Commissioner of Education for Career Education. These are:

(1) Preparation for successful working careers is a key objective of all education, (2) Every teacher in every course will emphasize the contribution that his subject matter can make to a successful career. (3) "Hands-on" occupationally oriented experiences will be utilized as a method of teaching and motivating the learning of abstract academic content. (4) Preparation for careers will be recognized as the mutual importance of work attitudes, human relations skills, orientation to the nature of the workaday world, exposure to alternative career choices, and the acquisition of actual job skills. (5) Career education will seek to extend the time horizons of education from "the womb to the tomb." (6) Career education is a basic and pervasive approach to all education but does not conflict with the legitimate educational objectives, such as citizenship, culture, family responsibility, and basic education. (7) The school has the responsibility to stick with the youth until he has his feet firmly on the next rung of his career ladder, help him get back on the ladder if his foot slips, and be available to help him onto a new ladder at any point in the future that one rung is too short or unsteady.

90+ RAPIDES EDUCATORS ATTEND CAREER EDUCATION ROUND-UP

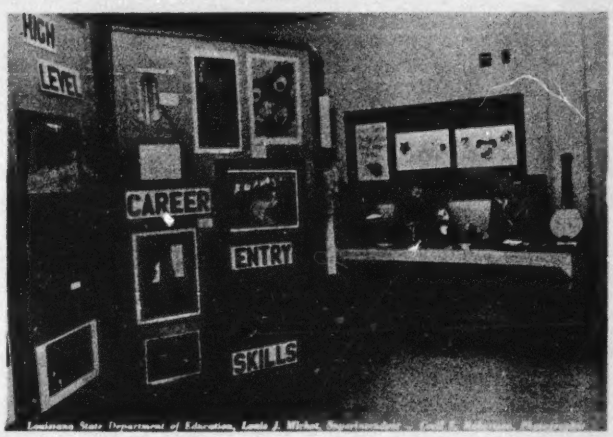
Rapides Parish was more than adequately represented at the recent C.E. Round-Up, held at Southern University, with more than ninety of its educators registered. They came; they saw; they learned.

Rapides delegates learned, for one thing, that their program is similar to many of the programs going on throughout the State. Rapides has utilized a coordinating elementary counselor and guidance counselors at the junior and senior high school levels to carry out the parish's C.E. plan. Rapides also established resource centers in every school.

Professional studies were undertaken in each school on Career Education. Faculties used the State Curriculum Guides for these studies. They plan to make suggestions for improvement of the guides when the studies are completed.

SRA materials were used in K through 12, and an attempt was made to broaden Rapides' work-study programs, with emphasis on Diversified Occupations programs. A serious drawback the Parish has encountered is that many industries will not hire young men who have not reached 20 years of age.

One of the important objectives of the Rapides plan during 1973-74 has been to determine at various levels the students' interests, preferences, aptitudes, and abilities.



This art exhibit is one of the many exhibits that Rapides delegates admired at the Career Education Round-Up. They also visited the Louisiana Traveling Art Exhibit, which recently went into operation and heard many interesting presentations on Career Education. But the greater part of the learning took place in the halls between presentations when parishes exchanged ideas and suggestions on how to implement Career Education.

RED RIVER STUDENTS DISCUSS ELECTRICIANS AND SOUNDMAKERS

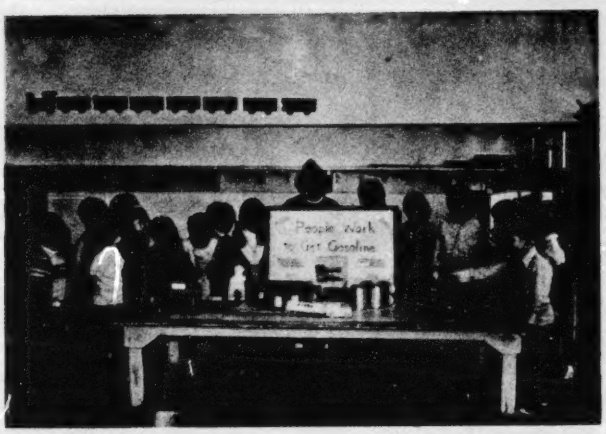
Recently, a fifth grade boys' class at Hall Summit High School participated in a Career Education project, entitled "Installing Electric Meters." By constructing a paper-house community, students learned the nature of an electrician's job and how important it is that workers have a knowledge of odd and even numbers.

A kindergarten class in science took on a Career Education look. The students brought a collection of soundmakers from home when they were studying a unit on Sound. They made a mural of the soundmakers and discussed them during class and in their free time. Careers came into the picture when the students concluded that all "soundmakers" must be started or moved before sound is made by firemen, policemen, housewives, dentists, farmers, machine operators, or postmen.

An eighth grade class in Louisiana history built a model of Fort St. John Baptiste de Natchitoches out of 7,768 matches.

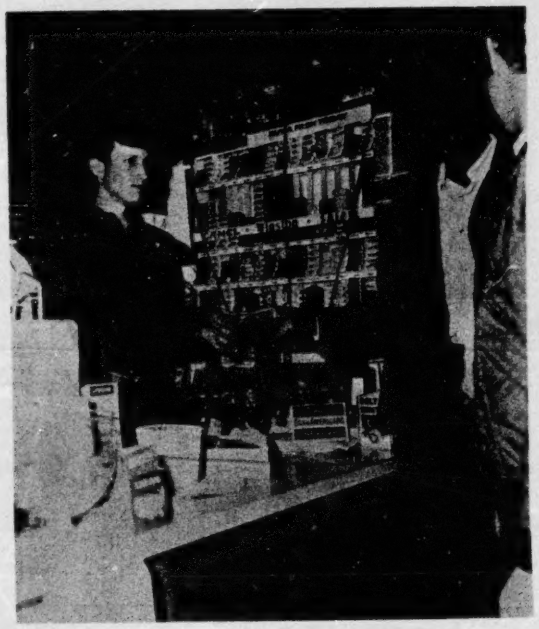
Martin High School seventh graders established the Lowry Motor Company in their classroom. Some of the seventh grade students gave a skit on secretarial work in such a company; others demonstrated an assembly line of workers making paper automobiles.

A second grade class opened a supermarket and learned how to make change, select groceries, and use the telephone.



The energy crisis was the subject of discussion in Ms. Maggie Bryan's first-grade class at Hall Summit High School when they were reading the story, "Gasoline for the Car," in Your School and Neighborhood. The children told of reports they had heard on television, and they brought clippings from newspapers about the shortage. They used the encyclopedia to do research on petroleum, those who work to get gasoline, and how fuel is used. The above is a display of their findings.

ON-THE-JOB TRAINING VITAL ASPECT OF RICHLAND PROGRAM



Hands-on exploration of the Marketing and Distribution job cluster gives personal meaning to students in Richland Parish. These students are members of a Distributive Education class at Delhi High School with William Roark as teacher. High school students, such as these, can see the relevancy of the subjects they are required to take at school when they tie them in with experiences they have on the job. In addition, on-the-job training gives students an opportunity to learn how to work with, and deal with, people.

The Richland Career Education program got underway this year when certain specific career concepts were chosen for study and development through in-service activities and through classroom implementation. Teachers, counselors, and the Coordinator of Career Education for Richland Parish planned experiences and information designed to accomplish the objectives for each stage of the concepts.

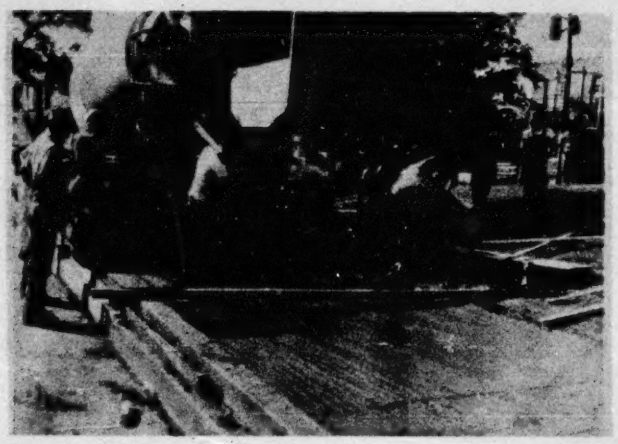
The Coordinator of Career Education worked with local faculites to provide overall direction and coordination in the implementation of the Career Education program. She was assisted by an elementary guidance counselor and by the Career Resource Centers set up in every school in the parish.

Certain teachers in the parish utilized the State Curriculum Guides as Career Education resource material. This material supplemented the parish's own teacher-written continuous progress guides for basic classroom instruction. The Coordinator had success implementing Career Education activities by distributing Career Education oriented excerpts from the guides, with the request that the excerpts be added to the parish guides.

Students were also presented with activities designed to develop positive attitudes toward themselves and the world of work.

SABINE STUDENTS EXPLORE COMMUNITY TO FIND OUT WHO MAKES IT TICK

A career poster in Wanda Rivers' math class at Ebarb High School gives away the theme of Sabine's Career Education program this year. It depicts a clock, with each hour of the clock represented by some profession. The caption above and below the clock asks, "Who makes our community tick?" Career Education activities in Sabine Parish have tried to give students the answer.



At the elementary level, students learned the alphabet from "A to Z" in Joy Ferrant's language arts class. Nettie Beasely's class at Zwolle explored the members of their working families. Posters on the board depicted the work that each member of the family must do if the family is to function successfully as a unit. Thelma Love's language arts class at Converse High School took a self-inventory in order to plan for getting a job. Larry Diekeen helped his students explore careers in art at Converse High. Students were made aware that they had a wide choice of careers in Frances Kennedy's math class, with the word "choice" emphasized. Members of Mildred Hayes' class at Many Elementary did some role playing to understand a variety of careers.

At the junior high level, students explored careers in the Fine Arts and Humanities cluster, as well as the **World of Construction and Manufacturing.**

Many High School students learn about jobs by hands-on experiences. Here, Glen Johnson's Agriculture Class pours sidewalk at Many High School. Other courses for high school students that are career oriented include Business Machines, Welding, Woodworking, and Sewing. Even in traditionally college-oriented classes, such as math and science, there is evidence of Career Education concepts being presented and discussed. Career Education has also had an impact on Special Education classes in Sabine.

ST. BERNARD IS A LEADER IN CONTINUOUS PROGRESS ORGANIZATION

The State definition of Career Education states that Career Education is "fundamentally a student-oriented process." This means individualized instruction, geared to the interests, needs, and abilities of each student. A form of individualized instruction, which the State Department of Education has recommended for Career Education classrooms, and has followed in the development of its State curriculum guides, is Continuous Progress organization. This type of organization requires that each student master the knowledge, attitudes, and skills he needs at each level before he is allowed to move on to the next level. St. Bernard has been a pioneer in the Continuous Progress organization in this State; its teachers report great satisfaction with this approach.

St. Bernard's Career Education funds this year were spent on equipment for the machinery course offered at the Parish's Vocational Technical Center. The Center serves approximately 200 high-school students, who were bussed there each day from their regular high schools. There were no selection procedures; students **elected** to take the courses (welding, mechanics, and refrigeration, in addition to machinery) offered at the Center in lieu of an academic course. The young men who are currently enrolled are happy with their decision. They say that the Center has made school more interesting and meaningful to them.

There are many exciting activities in Career Education in St. Bernard Parish in addition to the vocational courses offered at the Vocational Technical Center, such as the machinery course in which the boys in the photo at right are enrolled. St. Bernard, for example, emphasizes sports for leisure time, which endorses an important Career Education concept. Individual and group counseling is another strength of its Career Education program.

VOCATIONAL COURSES ONE OF TOP NEEDS IN ST. CHARLES PARISH

In writing its Career Education Plan, St. Charles Parish identified one of its most pressing needs as vocational offerings for boys at the senior high school level. Accordingly, during 1973-74, it initiated a course in automotive repair at Hahnville High School and a course in electricity at Destrehan High School, with both courses accessible to students of both schools. To accomplish this, a Hahnville High School student, desiring to take the electricity course, was bussed to Destrehan High School for three hours each day, and vice versa.

The automotive mechanics course consisted of (1) automotive tuneup; (2) brakes and front-end repair; and (3) automotive transmission repair. The electricity course was oriented toward providing the student with the basic theoretical understanding, the related information, and the skills necessary to enable him to do residential house wiring and repair work on small electric motors and small electric appliances.

To the right is a photograph of the St. Charles Parish Exhibit at the Career Education Round-up, showing only a bird's eye view of the activity that has gone on in Career Education in this parish during '73-'74. The Parish drew heavily on fantasy experiences for primary children; motivation and experience in work technology for upper elementary students; and role playing and career exploration activities for the middle grades and secondary students.

To insure accurate evaluation of student achievement, detailed behavioral objectives were written for each unit of both courses. Teacher-made tests, both paper-and-pencil and performance based, were also constructed.

The Valuing Approach to Career Education was pilot tested in four schools at varying grade levels from K through 12.

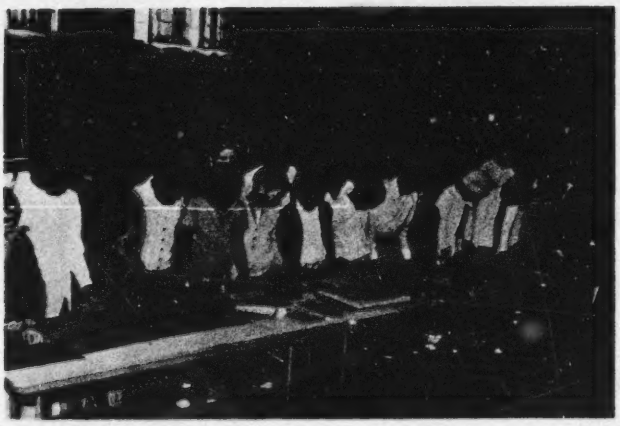
ST. HELENA PARISH ZOOMS IN ON DESIRABLE WORK HABITS

According to Dr. Kenneth Hoyt, Assistant Commissioner of Education for Career Education, the elementary classroom teacher has three important functions in the Career Education program. These include: (1) implementation of Career Education concepts; (2) tie-in of subject matter area with career opportunities; and (3) inculcation of desirable work habits.

The St. Helena Parish elementary teachers undertook all three this year, but they gave particular emphasis to No. 3. They did this because they agree with Sidney Marland, former Commissioner of Education, who said that young people no longer have the opportunity to develop these habits by working in the fields or in the family store beside their parents, as youngsters did several decades ago. Neither are young people able to learn about the value, the dignity, the joy, and the satisfaction of work through the eyes of someone they love. The school must provide these experiences today.

The work habits teachers underscored this year are regular attendance at school, punctuality, completion of tasks, pride in work, and cooperation with others.

St. Helena teachers also used the SRA Focus materials to help students answer the questions: Who am I? How do I grow? What will I be? How do I affect others and how do they affect me?



St. Helena Parish implemented Career Education this year in K through 6 and will expand to include junior high school students next year. At left, Mrs. Julia Rae Burton's sixth grade class at St. Helena Elementary examine the various stages followed in assembling a newspaper. Prior to this examination, they had heard the editor of the local newspaper answer questions related to career opportunities in the news media.

ST. JAMES YOUNGSTERS CHARM ROUND-UP ADUIENCE WITH PUPPETS

St. James Parish made a valuable contribution to the Career Education Round-Up when a group of its youngsters put on a puppet show to demonstrate how they had tied in Career Education with drug education during Safety Week in their school. The title of the play was "Only Sick People Need Drugs." In addition to giving children some valuable information about drugs, it introduced the children to the careers of doctor, nurse, pharmacist, and hospital worker.

The unit, for which the play was written, brought in these Career Education ideas: (a) There are many different kinds of doctors; (b) Nurses are of various types and can work in different places; (c) A pharmacist's job is to protect the people's health by giving efficient service and by being a source of information for doctors; (d) The hospital employs many people with various jobs. The development of these ideas gave the children an awareness of the multitude of jobs involved in the care of the sick – from admissions clerk to hospital administrator.

The play was written by Shirley Labat Rodrigue, a third grade teacher at Vacherie Elementary School. It was presented with children from her class and from a fourth grade class at the Fifth Ward School. Almost every person in the audience requested a copy of the play.

St. James Parish is working hard to implement Career Education in all of its schools for all of its students. Career Education concepts and self-awareness are being taught through the use of SRA materials from K through 12. Bulletin boards and activities, such as planting a garden by first graders, emphasize the jobs that people do. Special Education students are involved. Junior high school students are enrolled in The World of Construction, as indicated by this group of boys at Lutcher Boys High School in the photo above.

ST. JOHN'S ASSEMBLY PROGRAMS TEACH AS WELL AS ENTERTAIN

During its 1973-74 session, St. John Parish has sponsored a series of assembly programs that have entertained their students while teaching them some interesting Career Education concepts. The programs have also exposed students to individuals representing a wide range of careers.

One such assembly program featured students from the seventh grade at Lucy Elementary in a unique Career Education Day. Each student had done research on the career in which he was interested and had projected himself into the future where he was actively engaged in that career, prior to the assembly. Then, these students served as resource persons in the careers of their choice in an entertaining school assembly.

A Career Education Fair was held at Edgard High School. The Fair program included displays by students and talks by various community people about their jobs.

An unusual assembly program at the Second Ward High School was entitled "A Black Experience" and focused on black poets, fashion designers, and dancers.

Mr. Calvin B. Smith, retired professional baseball player and coach of the Milwaukee Brewers, gave a very informative talk to the student body of Reserve Rosenwald Elementary School. Mr. Smith stressed the idea of having ambition and a willingness to work hard as two of his "Seven Steps to Success." Seated on the stage with him during his talk are from left to right, Nora Pierre, Elexia Henderson, Isiah Jones, principal, and Vilery Houston.

The **St. John Parish Career Education Newsletter,** published recently, contains articles on C.E. by principals and administrators.

ST. LANDRY ADDS HEALTH SERVICES TO CAREER EDUCATION CURRICULUM

The Practical Arts Center at Washington in St. Landry Parish has been extending career opportunities to junior and senior high school students in construction, manufacturing, small engine repair, creative arts, child care, food services, consumer management, electricity, and sewing. This year, a Health Services course was added to the curriculum and financed with Career Education funds. A counselor was hired to help teachers and students make the experiences they have at the Center more meaningful.

In its efforts to reach the junior and senior high school through practical and innovative programs, St. Landry Parish has not neglected the elementary students in its Career Education plan. Classroom activities are numerous, and interesting speakers are invited into the schools to increase students' interest in the world of work. In the picture above, students are fascinated by the art of fish netting, as explained by a commercial fisherman and net maker who visited Melville Riverside School.

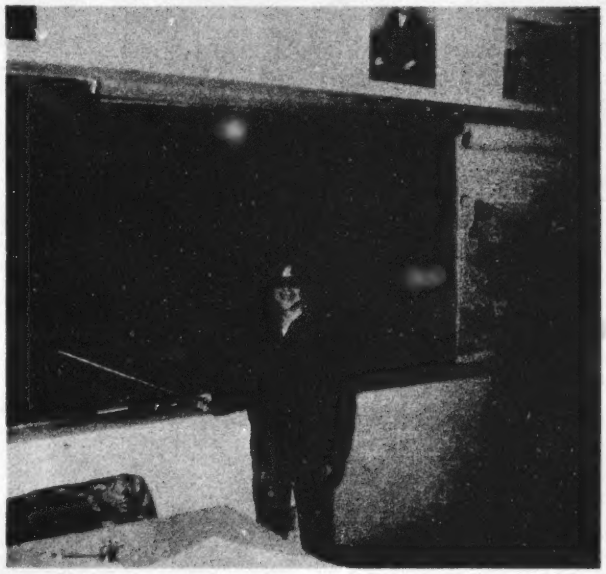
A mobile van, in which tenth grade students explore their strengths and their limitations, is also a Career Education by-product. The van contains eight Singer-Graflex carrels, which enable the student to identify his particular aptitudes. It takes a student about 20 hours to examine all of the skill areas.

After a workshop featuring commercial Career Education material, St. Landry teachers were allowed to choose which of these materials they wanted to use in their classrooms. The Dictionary of Occupational Titles and the popular King Features Comic Books of Careers were two of the selections they made.

The Parish administrators have endorsed the VITAL program and plan to use it in a survey of business and industry in the Parish.

TEACHER INGENUITY STRESSED IN ST. MARTIN PARISH C.E. PROGRAM

St. Martin Parish limited itself in the purchase of commercial materials this year and relied heavily on teacher creativity and ingenuity for the success of its Career Education program. The development of teacher-made Career Education units took place in in-service workshops under the supervision of two Career Education consultants – one for K through 6 and the other for 7 through 12. At these meetings teachers were taught how to develop such units and were given an opportunity to share their efforts and the results of those efforts. St. Martin Parish further implemented its elementary program by using tool carts to familiarize students with the tools used in various occupations.



In a Social Studies unit on Westward Movement, Mrs. Rogers and her class compared jobs necessary to make the Lewis & Clark Expedition a success with those necessary to explore the same territory today. In a language arts classroom, Mr. Blankenship had students compare the tools and jobs necessary for prospecting for gold in 1890 with the tools and jobs necessary for exploring for oil in 1974.

The World of Manufacturing was introduced at St. Martinville and Cecilia Junior High Schools. In this course students learned efficient management, production, and personnel practices that combine to produce all of our man-made goods created in a plant. They developed, produced, and tested a rocket; they researched, designed, and engineered their own racing car; and they established a corporation for the purpose of manufacturing high-intensity lamps.

St. Martin Parish has worked closely with the University of Southwestern Louisiana in planning and implementing its program.

ST. MARY PARISH'S LIFE SCIENCE COURSE AIDS STUDENTS IDENTITY

In St. Mary Parish, a course in Life Science enables students to become more aware of the world of living things and helps students to find out how they relate to this world and it to us. In the process, it has helped the students to find the answers to some questions they ask themselves in trying to establish their unique idenities.

The students at the Bayou Vista Elementary School had the experience of actually growing plants so that they could learn more about plant structure and function. They tied this activity in with Career Education by considering the people who work with plants (either for beauty or food) as a way of earning a living. The project had some positive by-products: their school yard became the most beautiful in the city, and they filled the school's freezer with food for a year-end feast.

Students with learning disabilities are not neglected in the Career Education thrust in St. Mary's Parish. After two months at the St. Mary Parish Evaluation and Training Center, these students move into a training area to develop good work habits and to learn a skill or skills. They are then aided in obtaining employment commensurate with their abilities and receive counseling and follow-up to help them succeed on the job.

An interesting visitor to the Bayou Vista Elementary School this year was Mr. Ben Seal, who arrived at the school in a helicopter. The classes were all allowed to view the helicopter, property of Air Logistics, from close up and were given a brief description of the functions of the major parts of the aircraft. After the whole school had had an opportunity to view the aircraft, Mr. Seal then showed pictures and spoke to one of the classes about the duties and functions of the helicopter pilot.

GROWTH PATTERN IN ST. TAMMANY PARISH UNDERSCORES NEED FOR C.E.

The newspaper in Mr. Bruce Davis' classroom provides a new and exciting approach to Social Studies for these interested Fifth Ward Junior High School students. Mr. Davis points out that all his students learn thorugh this exposure to the newspaper, with children at a below-average reading level profiting as much as those above the average level. The newspaper is being used in many classrooms in Louisiana as a resource in Career Education.

In the past ten yars, the population of St. Tammany Parish has increased 100 percent. This growth is expected to continue at an accelerated rate in the future. A recent survey indicated that, as a result of this growth, there will be a need for 85 to 100 percent additional working personnel in St. Tammany by 1977 in professional, vocational, technical, and service occupations. Educators in St. Tammany feel that Career Education, properly incorporated into their schools, can do much to alleviate the pressing needs of labor and management in their parish in the future.

To implement its Career Education program, St. Tammany Parish hired two elementary counselors, whose job is to bridge the gap between the schools and community. During the past year, they have arranged and scheduled consultants from business and industry to come into the classrcom and have also arranged for school groups to visit business and industry for a first-hand look.

A public utility firm, operating in Washington and St. Tammany Parishes, recently devoted a large portion of its publication, **Rural Louisiana**, to Rebel Industries, a successful effort by Boyet Junior High School near Slidell to introduce its 1100 students to the world of work.

OCCUPATIONAL SURVEYS PROVIDE USEFUL DATA FOR TANGIPAHOA PARISH

Prior to the preparation of its Career Education Plan, the Tangipahoa Parish School Board hired an outside agent to prepare a report on the **Aspects of Career and Vocational Education Related to Tangipahoa Parish.** The writer examined closely the Baton Rouge and New Orleans Surveys of **Current Estimated and Projected Employment for Selected Occupations,** prepared by the Louisiana Division of Employment Security, as well as the **St. Landry Parish Occupational Survey.** He considered also a PAR report on **Job Percentage Increases** in our State's economy and a **Projected Annual Jobs Survey** by the La. Employment Security Division. This data, along with data based on student choices and characteristics and occupational surveys of the Parish's businesses and industries, provided the Parish with valuable and relevant data upon which to build its Career Education program.

Tangipahoa's Career Education philosophy can be summed up in the words of Thomas I. Green, in the Harvard Education Review, in the spring of 1969: "It seems almost the logically necessary minimum condition of a satisfactory educational system that it effectively provide for the orderly functional preparation of people to assume positions within the economic institutions of society." This philosphy is reflected in classes, such as this Sheet Metal class at Kentwood High School, with Frank Cage, Milton Brown, and Sidney Butler learning how to operate a bench roll machine. The class is conducted by Fred Bouchard.

Tangipahoa subsequently initiated a comprehensive K through 12 Career Education program using CRA materials. It expanded its equipment and supply inventory in such vocational areas as general shop, plumbing, concrete and masonry, electricity, sheet metal, and tailoring. It also installed Singer Graflex Evaluation Systems to give students an indication of their abilities, aptitudes, and tolerances.

TENSAS PARISH C.E. PROGRAM PREPARES GIRLS FOR HOMEMAKING CAREERS

In Mrs. Veter Lundy's classroom at Tensas Elementary School in St. Joseph, a child looks into a full-length mirror, above which is written, "Take a Good Look at Yourself." This device is used to promote self-awareness. To promote career awareness, Mrs. Lundy uses several store simulations, one of which is the grocery store. After she explains how food gets to the child's table, she encourages the child to ask himself, "Do I want to be the farmer the trucker, the manufacturer who constructs equipment for both, or the grocer?"

The 210 students from the Newellton, St. Joseph, and Waterproof High Schools, who receive instructions at the Career Center in auto mechanics, welding, nurse's aide, farm mechanics, small engine repair, and carpentry and masonry will not have to leave the parish when they graduate from high school. With their training, they can find jobs in the lumber mill, the new hospital, the Tensas Port Elevator, where grain is stored and then loaded onto barges on the Mississippi River, with one of the automobile dealerships, or as a farm mechanic for the heavy equipment used in the parish.

In addition, Newellton High School students may prepare themselves to specialize in either production agriculture or agribusiness. Many of the young men enrolled in the course buy cattle, train them, show them at livestock shows throughout the State, and finally sell them to put themselves through college.

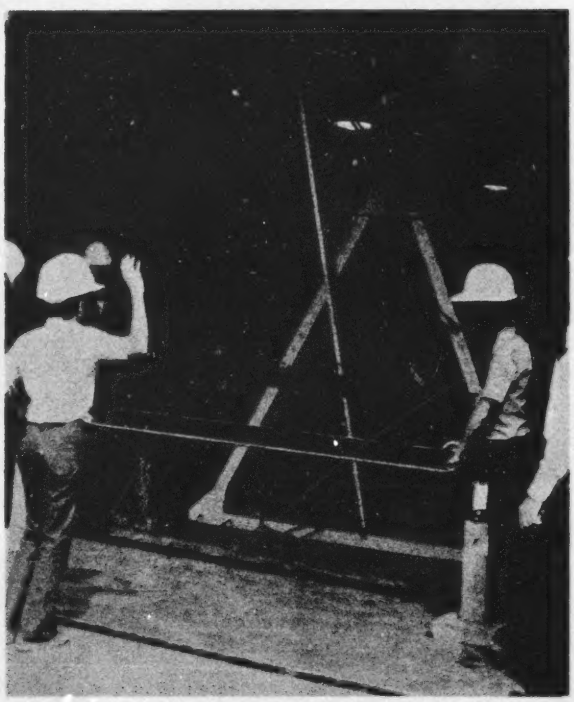
A survey of the parish shows that 90 percent of the girls who graduate from Tensas Parish schools marry and do not attend college; therefore, one of the major objectives of the C.E. program is to prepare these young ladies for their careers as homemakers. They learn to sew, operate a washer and dryer, maintain a kitchen, and prepare food.

NAUTICAL SCIENCE UNUSUAL OFFERING OF TERREBONNE'S CAREER ED PROGRAM

Terrebonne Parish hired 13 new vocational teachers to assist in the implementation of its Career Education program. These teachers instructed students from three of the Parish's high schools at the Terrebonne Parish Vocational-Technical School. Students attended the school three hours each day and received three units of credit. The Vocational-Technical School is housed in a magnificent facility acquired by the Parish from the Federal Government.

Nautical Science is one of the nine technical courses being offered; this course was initiated to fulfill the unique needs of the parish. In this course, students prepare for various positions in marine navigation. They qualify for jobs on tugboats, crew boats, and supply vessels. They even learn the rudiments of ship construction. Diesel mechanics is another unusual course; it teaches students to repair and maintain diesel engines in buses, boats, and trucks. Other courses include auto mechanics, drafting, electricity, electronics, small gasoline engines, masonry construction, plumbing, welding, and wood construction.

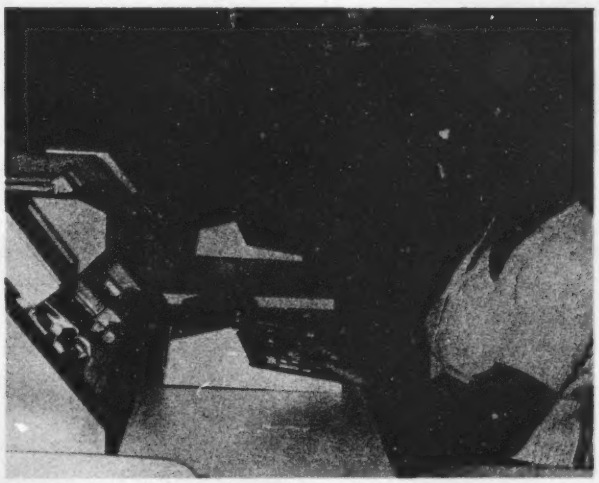
These courses were selected on the basis of a study made in 1972 by the Houma-Terrebonne Chamber of Commerce which surveyed the occupational needs of the parish through 1975.



Another facet of the Terrebonne program was its effort to give young people a more realistic picture of vocational occupations. This the parish did through a Career Exploration program – The World of Construction – at the middle school level. Here, a group of students, after having completed their study of different types of superstructures, are pictured using a Jenny Winch Boom to erect a steel superstructure. They had to use proper equipment and perform the task as though they are high above the ground. Mr. Joseph Ledet was their teacher.

TEACHER IN-SERVICE TOP PRIORITY OF UNION PARISH C.E. PROGRAM

Union Parish had two major objectives this year: (1) to inform the public as to what Career Education really means; and (2) to have a complete in-service program.



This coming year Union Parish teachers will put into operation what they have learned through the intensive in-service program and they will select materials for a more comprehensive program. Additionally, the Parish will (1) hold a Career Day where seniors and their parents can study careers together; and (2) offer vocational training to high-school students. In the picture above, Union Parish students become familiar with keypunch machine.

The first objective was necessary in order to gain public support. The Parish accomplished this objective through public meetings and newspaper articles.

The purpose of the second objective was to give teachers an orientation to Career Education so that (1) they could understand the State Curriculum Guides and the Career Education concepts; (2) a small nucleus of teachers could be trained to teach teachers how to use career concepts in daily lesson plans; (3) teachers would learn how to incorporate Career Education concepts into their daily lesson plans and begin to use them; (4) teachers would be motivated to change or improve their teaching skills and to reinforce positive professional attitudes; and (5) teachers would be able to make a proper selection of Career Education materials.

This objective was accomplished through workshops at the State, district, and parish levels; team training session; faculty meetings; one-to-one training of teachers; subject area training sessions.

VERMILION PARISH BROADENS ITS C.E. EFFORTS WITH K-6 PROGRAM

During the past few years, Vermilion Parish has made a determined effort to improve its career offerings at the junior and senior high levels. Prior to the introduction of the Statewide Career Education program, they had redirected three agricultural programs to more relevant career offerings; initiated one DE and two COE programs; introduced vocational business office programs into all of its high school programs; expanded four industrial arts programs; piloted the **World of Construction** in five schools and the **World of Manufacturing** in three; introduced art in two high schools; and wrote new physical education programs focusing strongly on lifetime sports for grades 7 through 12.

Consequently, the 1973-74 C.E. program focused on the elementary level – Grades 1 through 6. To make this program as effective as possible, the Parish employed an elementary counselor whose job it was to study the State Plan; review State and commercially prepared materials; become knowledgeable about career-oriented elementary guidance; work in schools with principals, teachers, parents, and students; train team members to supervise the writing of career-oriented lesson plans; establish regular visitation schedules in all elementary schools; and direct and evaluate C.E. activities.

Vermilion Parish has achieved its Career Education objectives through the utilization of subject matter tie-in, colorful bulletin boards, a wide variety of career oriented textbooks and guidance filmstrips, pertinent occupational information, and resource people. One such resource person was John Bergeron, Vermilion Parish artist, who discussed with Mrs. Marlene Tessier's second graders at Seventh Ward Elementary School the different types of art.

VERNON APPOINTS A C.E. COORDINATOR TO IMPLEMENT PROGRAM

Several of the parishes elected to appoint a Career Education Coordinator to take full charge of implementing its Career Education program rather than allow an administrator already on the staff to wear another hat. One such parish was Vernon, where Dr. Billie S. McRae was charged with this duty. She is one of four women coordinators in the State; she considered the selling of principals on Career Education as one of her top priorities.

Career Education funds were used in Vernon to hire a counselor for the one school in the Parish that did not have a counselor. This counselor, and others, traveled to Lafayette to hear Dr. Kenneth Hoyt speak to Lafayette Parish teachers. Committees of teachers were encouraged to visit in Lafayette Parish to observe ongoing Career Education activities.

At the senior high level, college career counseling was stressed and a senior work release program for students unable to participate in COE and DE programs was initiated. At the junior high level, students were encouraged to produce their own audio-visual aids through on-site taped interviews and slide pictures of local workers on their jobs. Elementary teachers selected **Focus on Self-Development** and **Our Working World** as major curriculum aids.

Career Education in Louisiana is for all students, including the student who is going on to college. In the picture at right, Mrs. Guinell Smart, counselor at Leesville High School, assists senior Charles Palmer in determining the requirements for admission to the program of studies at the university of his choice. Career counseling should help students in the choice of a major and steer them away from fields that are overcrowded and that do not offer employment opportunities when they complete their four years of study.

WASHINGTON PARISH DEVELOPS MINI-COURSES IN MIDDLE SCHOOLS

The Washington Parish Career Education Plan featured a Career Exploration program at the middle-school level, during which students received instruction in one or more of the fifteen clusters. Each student received hands-on experience in a laboratory situation. Mini-courses were developed in the occupational clusters that are included in Washington's multi-occupational high school curriculum.

One such mini-course was "Selecting a Career in Horticulture," offered through an English class. The objectives of this course were: to familiarize students with opportunities in horticulture through the use of all language arts skills; to gain an appreciation of English as a factor in applying for, and obtaining, a job; and to familiarize students with the behavior that is desirable when seeking employment. Students wrote business letters; did research on a chosen career in horticulture topics; conducted mock interview and telephone demonstrations; did word games; participated in a panel discussion; and discussed want-ad words and their abbreviations.

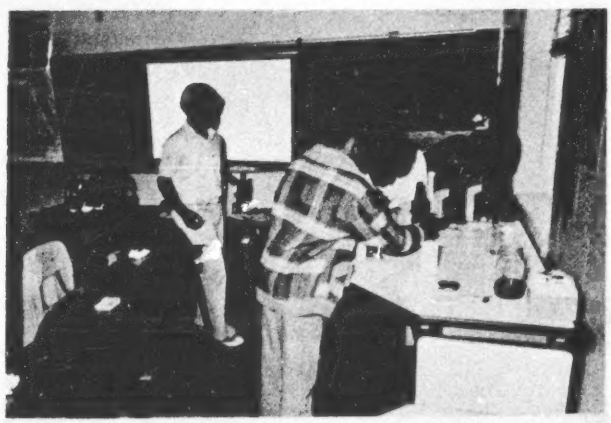
Other mini-courses, such as one in commercial transportation, had an interdisciplinary approach: its concepts were tied in with science, mathematics, and social studies, as well as language arts.

Hebert Sisson is typical of the enthusiastic, dedicated Career Education coordinators who answered the Superintendent's challenge in 1973-74 and got Career Education going in Louisiana. Prior to implementing Career Education in his parish, Mr. Sisson visited Atlanta, Georgia, and Magnolia, Arkansas, two national Career Education model sites, to see those programs in action. He had his staff working on Career Education curriculum before many of the parishes knew what Career Education was.

FACULTY STUDIES BUILD SOLID FOUNDATION FOR WEBSTER PARISH

The major thrust in Career Education in Webster Parish this year has been a comprehensive in-service training program for all school personnel at the local-school and parish levels. Webster teachers meet each month to study the State Curriculum Guides and the material in the Career Education Resource Centers. These in-service meetings emphasized the scope and sequence of career development, the tasks of students, and the teacher's role in implementing the Career Education concepts in the classroom.

Other objectives for 1973-74 included: the development and establishment of Career Education Resource Centers in all schools for material and equipment to enhance classroom experiences in C.E.; the hiring of a C.E. Coordinator to help all teachers acquire the knowledge, skills, and attitudes necessary for them to make maximum use of the Resource Centers; the enlistment of guidance counselors and supervisors to assist in the development and implementation of the Career Education program; the unification, coordination, expansion, and redirection of existing Career Education elements in the Webster schools; and the further implementation of the vocational basic job level entry skills developed for Webster Parish by industry, business, and labor.



Webster Parish endorses the State Department's philosophy that Career Education is not a course but an idea to be infused into ongoing curriculum. Students in math classes, for example, apply the use of decimals to different careers; a reading class has a continuous project going on in Career Education; a science class studies energy production and its application to careers. At right, a science class at Phillips Junior High School, Minden, explores various careers available to students who enjoy, and are good in, science.

WEST BATON ROUGE PARISH INSTITUTES FOOD SERVICES PROGRAM

The Food Services program was added to the other vocational offerings in West Baton Rouge Parish, which include welding, auto mechanics, air conditioning and refrigeration, small engines and outboards, and nurse's aide. In the instructional phase of the program, students made field trips to such well known restaurants as Giamanco's in East Baton Rouge Parish. At left, members of the class observe the baker at Giamanco's performing his duties.

In developing its Career Education Plan, West Baton Rouge Parish ascertained that there was a shortage of skilled Food Services personnel in the Greater Baton Rouge Area and that many of its secondary students were interested in this particular occupational area. Consequently, West Baton Rouge decided to put all of its Career Education eggs into one basket: the renovation and equipping of an existing building to house the Food Services program and the purchase of instructional materials and supplies to put it into operation.

The first semester of the course was devoted to orientation to Food Services occupations; sanitation and safety; selection, use, and care of equipment; and management. The second semester was set aside for on-the-job training exclusively. Work stations were located in the Parish's school lunchrooms. In the future, however, the program will be cooperative in nature and students will work in local restaurants, motels, hotels, cafeterias, and other similar places.

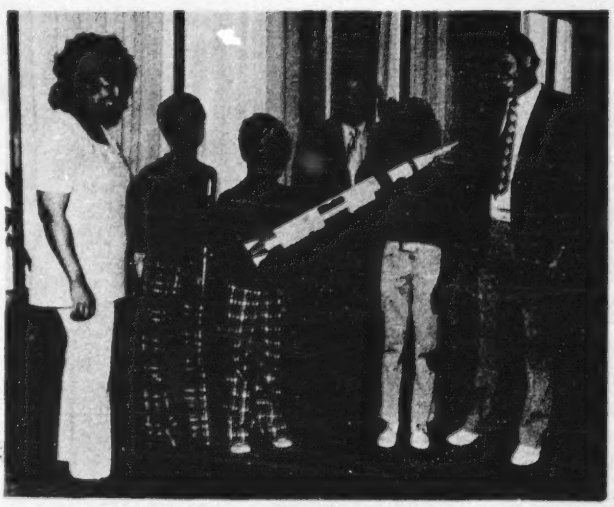
The Food Service program is a one-year terminal program for seniors and a two-year program for juniors. Students who graduate from this course receive Trade and Industrial Education Certificates of Completion, along with their regular high school diplomas.

AVIATION COURSE BASED ON INTERESTS OF WEST CARROLL STUDENTS

West Carroll Parish has molded its Career Education program around the interests of its students and the talents of its teachers. One of the major emphases of its Career Education program has been to improve and expand the aviation instruction offered in three of its high schools. Approximately 75 to 80 students are enrolled; they are taught by teachers whose avocational interest is flying. Funds were used to buy aviation materials for the three high schools, which are housed in a central Career Education Library. Funds were also used to buy a large scale classroom computer and classroom plotter, as well as standard size plotters and computers to give students more hands-on experiences.

Another phase of the West Carroll program was the employment of two counselors who work with students K through 12. Some of the most successful efforts of these counselors have been directed toward advising students on career opportunities available to them after leaving the school system.

Plans for next year include expansion of the central Career Education Library; an exploratory Home Economics course in occupations associated with day care centers; and the building and operation of a Grain House for agricultural science students.



It isn't only senior high youngsters, such as those in West Carroll Parish who are interested in aerospace education. Here are some future citizens who seem very happy displaying their miniature rockets to Superintendent Michot in his 12th floor office. Bobby Wicker, at the extreme right, has spearheaded aerospace education in Louisiana and has played a prominent part in the development of the West Carroll program.

WEST FELICIANA STUDIES MOVIE AND TELEVISION INDUSTRY

When a major movie company arrived in Bains, in West Feliciana Parish, to film **The Autobiography of Miss Jane Pittman,** teachers in that small community seized the opportunity for a memorable Career Education experience for their fifth and sixth grade students. The teachers arranged to have the students visit the location site; movie workers, including the author, Ernest Gaines, came to the classroom and acted as resource people.

But this was just a beginning for a study of the entire movie and television industry.

Each student researched a phase of the industry that intrigued him most, using encyclopedias and library books that were available to them. Some wrote letters seeking information on their topics.

After research was completed, some students made oral reports on their projects. Others made posters or displays. Two youths made a poster which showed what is actually involved in filming a war scene. Two girls made a display on costumes. Several students made miniature stages, showing the different kinds of occupations and instruments involved in the production of television shows and movies. One student researched the field of advertising and its relationship to movies and television.

Field trips held a top priority on West Feliciana's list of activities. Students visited the Bank of Commerce and Trust Company in St. Francisville, the St. Francisville Fire Department, and the St. Francisville Post Office where they watched bankers, firemen and postal clerks "do their thing." At left, three students visit the Joan of Arc Canning Company, which provides many of the jobs in this area. They pose in front of a stack of Royal Prince Yams, one of the Company's leading products.

WINN INTRODUCES FIRST GRADERS TO BASIC FACTS OF ECONOMICS

The way to the heart of Career Education is through subject matter tie-in, Winn Parish believes. Here a group of third graders at Sikes School ties in Career Education with reading. They were reading the story, "Eddie and the Goat," from the book, Eddie and the Fire Engine. After discussing the people in the story, the group decided to role play the characters in the story. They had fun playing the parts of the father, mother, policeman, teacher, and Eddie.

Winn Parish's first grade students are introduced to Career Education by tieing in Career Education with arithmetic. They do this by visiting a local grocery store. Here, they become involved in their "Cost of Living" lesson. Prior to the trip, children make a poster with magazine pictures which feature what they want for breakfast. They locate the articles in the grocery store, note the prices of the articles, then put the prices alongside the pictures on the poster. In this way, they figure out just how much their breakfasts cost.

But Career Education does not end with first-grade students. It continues in each grade in the system. For example, fourth and fifth grade students at Sikes School are taught career concepts in an art-social studies class. Stories and activities are used to encourage the children's responses to their personal, social, emotional, and intellectual lives.

At the junior and senior high school levels, students are exposed to such resource people as J.A. Boseley, representative of **The Shreveport Journal,** who talks about opportunities in the newspaper business. They also have the opportunity to use the mobile career center and explore a vocation that interests them.

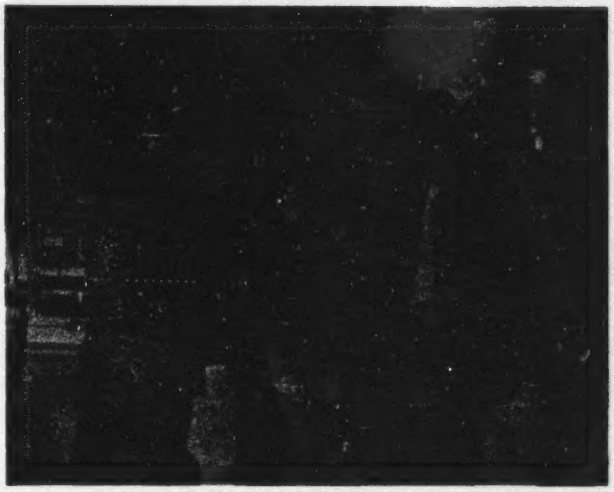
BOGALUSA OFFERS EXPLORATORY BASIC TRADES AND HOME EC COURSES

The City of Bogalusa implemented its Career Education program this year with a Basic Trades course and a Home Economics course at Bogalusa High School. The objectives of these two courses were: (1) to provide specific opportunities for students to define curricular experiences individually suited to their needs and interests; and (2) to provide a continuous liaison between school and the outside world, particularly with reference to employment trends and the availability of work.

Both courses are set up for 9th and 10th grade students; both are exploratory in nature. The curriculum for the Basic Trades course includes: hand tools and their uses (6 weeks); identification and use of masonry and cement tools – machines and materials (6 weeks); roofing (2 weeks); painting (6 weeks); basic electricity (6 weeks); and welding (6 weeks).

The curriculum for the Home Ec course includes: exploration of careers in Home Economics (3 weeks); clothing (12 weeks); foods (12 weeks); and pre-nursing (9 weeks).

After such exploratory courses, Bogalusa students should have more valid information upon which to base their choice of courses in the 11th and 12th grades.



Bogalusa's exploratory Home Economics program offers a unit in pre-nursing, which includes child care, home nursing, and geriatric nursing. The Foods component teaches students about nutrition, formal and informal meal planning, and formal and informal meal preparation. Above, Mrs. Wyatt Fleming, teacher, directs a class in food preparation and job opportunities in the food service industries.

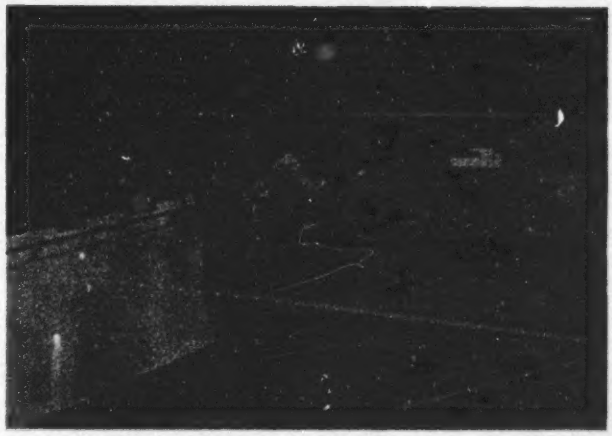
CITY OF MONROE NOTES STRONG POINTS ON CAREER EDUCATION PROGRAM

The City of Monroe began its Career Education program at the top by inviting Dr. Kenneth Hoyt, now Associate Commissioner of Education for Career Education, to address over 800 of its professional personnel at Neville High School on October 8. In addition to this meeting, the City of Monroe recorded more than 40 in-service sessions, at which administrators, principals, supervisors, and teachers were oriented to the concept of Career Education and became familiar with the materials to be used in Monroe's comprehensive K through 12 program.

As the first year of Career Education came to a close, the Monroe City Schools could point to many strengths in their C.E. program, among which were: all faculty members were involved in Career Education at some time during the year; guidance counselors assumed the role of reinforcing Career Education in the classroom; special education students were excited about their self-developmental materials and an increase in their attention span was noted.

Goals for next year's program include working toward stronger principal and administrative support; compiling a list of resource people and business places for field trips and jobs; and arranging for more continuity from school to school and from grade level to grade level.

An unusual feature of the Monroe City Schools' Career Education program was a Career Education Day at the Lida Benton School where parents became instructors. Here, in Mrs. Nona Loftin's Language Arts Class, Mr. Art Braddock, Director of Advertising and Design, KNOE TV Enterprises, gives students some hands-on activities in connection with his lesson theme, "Anyone Can Draw a Character." Proving that anyone can are students Eric Wade and Emily Braddock, Mr. Braddock's daughter.



(Continued from page 10)

8. HUMAN RELATIONS

GOAL:

To aid local school personnel in solving the "many diverse problems which impede the educational process and the provision of equal education opportunities for children of all races."

OBJECTIVES:

To strengthen the effectiveness of classroom teachers in crossover situations to assure the provision of equal educational opportunities;

To provide for human relations and interpersonal skills development that will result in noticeable behavioral changes on the part of teachers and a discernible reduction in tension and/or disciplinary problems in the classroom;

To provide developmental assistance to local education agencies in developing ESAA applications or in complying with ESAA requirements;

To collect and disseminate comprehensive information regarding successful methods of meeting and solving problems incident to conversion to a unitary system; such as, copies of court orders, communications illustrating the ethnic composition of school communities, publications citing successful practices in desegration activities and other materials of that type;

To serve as a resource agency for the development of curriculum resource materials that accurately reflect the role of ethnic minorities in American society which foster understanding by teachers of differences among students, as well as to develop a collection of materials of its own;

To assist in the development of Career Education guidelines which assure equal educational opportunities for all students, thereby helping to provide for the improvement of the learning environment and opportunities in the implementation of the Career Education concept;

To stress positive community involvement by working with local community members in creating a positive community atmosphere that will aid in the solution of desegregation-related problems in local schools;

To work toward the expansion of the Human Relations component to include:

providing assistance to LEAs to insure that administrators, teachers, and other educational personnel who are members of minority groups are not demoted or dismissed in the process of, or as a result of, desegregation;

working with LEAs to design and implement methods, techniques, programs and materials that will aid in the solution of special educational problems occasioned by desegregation;

developing a Management Information System.

METHODS TO ACHIEVE OBJECTIVES:

A Bureau of Technical Assistance was formed in the Division of Community Services in July, 1973, with a grant from the Office of Education of the Department of Health, Education, and Welfare, to work toward the achievement of the objectives stated.

ALLOCATION OF FUNDS:

No funds were allocated for the Human Relations component of the State Plan for Career Education out of the 1973 Career Education appropriation. This component was Federally funded for the 1973-74 session in the amount of $175,000.

9. NEEDS ASSESSMENT

GOAL:

To survey on a statewide basis the knowledge, skills, understandings, and attitudes of certain groups of young Louisianians and to use the data obtained to modify curriculum and teaching goals to more adequately fulfill the needs of young people in Louisiana.

OBJECTIVES:

To improve the course content of the in-service workshops and institutes sponsored by the State Department of Education;

To guide the state curriculum writing teams in their annual curriculum guide revisions;

To furnish data which can serve as indicators for revision of teacher-certification standards;

To communicate with the book publishing companies who service Louisiana schools so that more appropriate materials will be included in future editions;

To provide data in support of legislative action needed to correct identified educational weaknesses;

To comply with the mandate of the Federal Government as a requisite to receiving Federal funds.

METHODS TO ACHIEVE OBJECTIVES:

During 1973-1974, 20,000 students randomly selected, at ages 9, 13, and 17, were assessed in the area of reading.

Exercise Administrators were trained to handle testing.

Assessment booklets were distributed to students throughout the State who participated in the assessment.

A Needs Assessment presentation was developed and presented throughout the State to inform the professional and lay public about the Needs Assessment program.

Analysis of reading data was made.

Interim reports on each testing group were made.

A Social Studies Advisory Council was formed to develop the Social Studies booklets for the 1974-75 assessment.

A Social Studies Objectives Survey was mailed to selected groups throughout Louisiana.

A Mathematics Advisory Counsil was formed to develop the Mathematics booklets for the 1974-75 assessment.

FUNDS ALLOCATED:

No funds were allocated for Needs Assessment out of the 1973 Career Education appropriation. Funds for Needs Assessment for the 1974 fiscal year were provided through Title III.